DOCUMENT RESUME

ED 084 631 88 EA 005 600

TITLE	Three Years of Redesign, 1970-1973.
INSTITUTION	New York State Education Dept., Albany.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	73
NOTE	90p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Community Involvement; *Demonstration Programs; *Educational Change; Educational Innovation; Educational Needs; Educational Objectives; *Educational Planning; Organizational Change; Program Descriptions; Program Evaluation; School Community Relationship; School Organization; *State School District Relationship; Statewide Planning
IDENTIFIERS	Change Strategies; Elementary Secondary Education Act Title III; ESEA Title III; New York State; *Project Redesign

ABSTRACT

This publication reviews a statewide change effort in New York conceived of as a comprehensive, systematic process of change involving the participation of a total community in the examination and redefinition of its educational needs and goals. As a change strategy, Redesign attempts to deal with the entire system of education and is concerned not only with setting goals and designing programs to facilitate these goals, but also with developing an implementation strategy. The document reviews the accomplishments of Redesign in the initiation of redesign efforts in five typical communities in New York, development of capabilities to advance Redesign at the intermediate level, and restructuring of the State Education Department to permit it to provide the necessary leadership on a Statewide basis to move toward the new system. (Author/DN)

FILMED FROM BEST AVAILABLE COPY

ED 084631

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THREE YEARS

OF

REDESIGN

1970 1973

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12224
1973

EA 005 600

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

1984	Joseph W. McGovern, A.B., J.D., L.H.D., LL.D., D.C.L., Chancellor	New York
1985	Everett J. Penny, B.C.S., D.C.S., Vice Chancellor	White Plains
1978	Alexander J. Allan, Jr., LL.D., Litt.D.	Troy
1987	Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., H.H.D.	Purchase
1975	Edward M. M. Warburg, B.S., L.H.D.	New York
1977	Joseph T. King, LL.B.	Queens
1974	Joseph C. Indelicato, M.D.	Brooklyn
1976	Mrs. Helen B. Power, A.B., Litt.D., L.H.D., LL.D.	Rochester
1979	Francis W. McGinley, B.S., J.D., LL.D.	Glens Falls
1986	Kenneth B. Clark, A.B., M.S., Ph.D., LL.D., L.H.D., D.Sc.	Hastings on Hudson
1983	Harold E. Newcomb, B.A.	Owego
1981	Theodore M. Black, A.B., Litt.D.	Sands Point
1988	Willard A. Genrich, LL.B., L.H.D.	Buffalo
1982	Emlyn I. Griffith, A.B., J.D.	Rome

President of the University and Commissioner of Education
Ewald B. Nyquist

Executive Deputy Commissioner of Education
Gordon M. Ambach

Deputy Commissioner for Elementary, Secondary, and Continuing Education
Thomas D. Sheldon

Associate Commissioner for Instructional Services
William L. Bitner III

Assistant Commissioner for Instructional Services (General Education)
Bernard F. Haake

Statewide Coordinator, Project Redesign
William E. Webster

Preface

In reviewing the past 3 years of Redesign, two fundamental questions arise. Is change occurring in the Redesign districts and, if so, why?

Understanding why change is occurring is more significant than the mere fact of change itself because unplanned, unmanaged, haphazard change is taking place daily in every school district in the State. Similarly, the nature of the change taking place must be understood to assess whether or not the change achieves a desired difference.

Redesign is more than just a process for managing change. The existence of the "Characteristics of a New System of Education" gives substance and direction to the Redesign Project. Accordingly, "Three Years of Redesign" should be reviewed with reference to the nature of the changes which are happening in the redesign districts, and consideration should also be given to the reasons for the occurrence of change.

Included among the evidence indicating the kind of change which achieves a desired difference should be changes in attitudes and behavior, as well as changes in school programs and educational environments. Is there evidence that the roles, relationships, perceptions, and behaviors of school board members, administrators, students, teachers, local citizens, and State Education Department personnel are different because of the existence of Redesign?

Have Redesign's new approaches to nonelitist planning and management and its commitment to widespread community, staff, and student involvement really moved the Redesign school districts toward total system change? Have futuring, community readiness assessment, stimulation, evaluation, and breakthrough program development contributed to an internalization of institutional renewal in education? These are typical of the kind of question which must be kept in mind while reviewing the work of Redesign as it attempts to simultaneously operate and change education systems.

Redesign, an idea of infinite potential and significance, is regarded with great hope by those who understand the power of democratic decision making. Redesign, because of its fundamental belief in people and their potential for managing effectively their own destiny, has attracted and utilized the skills requisite to achievement of democratic institutional re-creation. These skills are represented in educational specialists, change agents, management experts, and persons skilled in organizational development and democratic planning. Their only reward has been the knowledge that they are committing themselves totally to an important undertaking of significant social and educational consequence.

Redesign, in three short years, has demonstrated that it can make a constructive difference in the education of children and adults. Its enthusiastic acceptance and widespread support across the State guarantee intensified action and accelerated accomplishment in the immediate future.

Bernard F. Haake, Chairman
Redesign Council
New York State Education Department

CONTENTS

	Page
Preface	iii
Contents	v
Educational Redesign	vi
Cassadaga Valley	1
Greece	15
Hamilton-Fulton-Montgomery County BOCES	23
Community School District #7, New York City	27
Watertown	33
Regional Redesign Network	42
State Education Department Redesign Task Forces	45
Redesign Organization Structure, 1970-1973	59
Redesign Team - SED, Prototype Districts, Regional Network	60
Characteristics of the New System of Education	63
Redesign - Occasional Paper #1	69
Redesign - A Strategy for Implementation of Innovation	75

Educational Redesign

Project Redesign, a statewide change effort in New York, has been funded by ESEA Title III and has been underway for the past three years. It is conceived as a comprehensive, systematic process of change involving the participation of a total community in the examination and redfinition of its educational needs and goals. As a change strategy, Redesign attempts to deal with the entire system of education and is concerned not only with setting goals and designing programs to facilitate those goals, but also with developing an implementation strategy.

While community involvement in achieving more effective education is a key element in Redesign, students and professional personnel also make significant contributions. The State Education Department defines its role as being one of guidance, facilitation, encouragement, and stimulation. Viewed from this perspective, Redesign is the development of an education system's capacity to continuously change and adapt to changing needs and objectives.

Redesign has been seen as necessary because (1) society is creating new knowledge at an enormous rate and making obsolete much of what has been taught; (2) society demands that people not only have new knowledge, but the ability to use new knowledge; (3) society demands that people must not only learn basic information, but must learn how to learn; and (4) modern society demands that people learn how to discover and evaluate the contribution of others without becoming disturbed by differences in background, approach, cultural pattern, and levels of sophistication. In effect, a new system of education is required and a set of 24 Characteristics has been developed to identify the new system of education.

In order to accomplish this vast undertaking, Redesign is working in three areas: (1) initiation of redesign efforts in five typical communities in the State, (2) development of capabilities to advance Redesign at the intermediate level, and (3) restructuring of the State Education Department to permit it to provide the necessary leadership on a statewide basis to move toward the new system.

Planning for the project started in 1969, and this was a conceptualizing year in which the prototype districts were selected and got started. This period of time is reported in detail in the 1970-71 Annual Report. The three original prototypes have in operation their structures for community involvement and participation, while District #7 in New York City and Hamilton-Fulton-Montgomery County BOCES, which had joined the project later, are now completing their community participation structure. In each of the three original prototypes the community structure has made substantial contribution to the change efforts. For example, in the Greece Central School system there was a comprehensive review of building utilization in the secondary school resulting in the emergence of a long-range review and plan for school building use in that district.

Each of the prototypes developed a comprehensive workplan that has served as the basis for its work for 1971-72 and 1972-73. An important part of the workplan has been the development of a comprehensive statement of mission for the school system. In order to assure that the statements of mission were not a replication of the past, each of the systems engaged in futuring activities. That is, seminars and discussions aimed at thinking about realities that will emerge in the next 10 to 20 years were held, followed by the designing of a mission statement aimed at assisting the community and youngsters to live in this world of the future. In each case the mission statements were originally prepared by a small group, were in turn tested, considered, and amended by a variety of at-large staff and community groups. Therefore, in the planning area each of the original prototypes has in operation a workplan for change that has guided its change effort and each has devised a statement of mission.

As a growing development in the redesign effort, and consistent with its earlier posture of building on the existing system, each of the prototypes have programmatic change efforts in operation. These concrete changes serve a major purpose to test the change mechanism, introduce beginning changes in the schools, and to furnish evidence that systems can reform from within. Each program change has been related to the emerging overall plan. The following are examples of change efforts. In New York City a thorough and comprehensive examination of the reading program was carried out with the assistance of the Training and Education and Assessment Task Forces. This 3-month study produced a comprehensive report with a series of recommendations to be acted upon in the 1972-73 school year. In Cassadaga Valley a pilot atlernative high school program started in the spring of 1972. A substantial change in the high school scheduling procedure and a review of the middle school with recommendations for new programs went into effect in the fall of 1972. In the Greece Central School district a pilot program in preschool education and the introduction of substantially more flexibility in the secondary program were instituted for 1972. At Watertown the continued development of the new programs and activities aimed at a more open high school are being developed.

In addition, an important and significant element was given substance. The original 49 Regional Network systems working in coordination with 15 Regional Redesigners became a functioning team effort. Each of the 49 school systems have begun to set up their structures for citizen involvement as well as management systems for carrying on their redesign effort. Meeting monthly, the 15 Regional Redesigners share with each other learnings from the netowrk as well as information being gleaned from developments in the prototypes.

In the State Education Department the five organizational task forces Assessment, Evaluation, Communications, Management Services, and Training and Education have been increased to six with the addition of the Program Task Force. As work has progress in the prototypes it has been necessary to gather the resources that will assist the prototypes to make specific programmatic changes. The task forces spent several months planning, defining assignments and recruiting. Each one has developed plans that have resulted in a variety of activities, programs, and publications such as workshops on futuring, modular scheduling, and bibliography of survey instruments.

Overall direction at the State level is the responsibility of the Redesign Council which represents various bureaus and divisions in the Department as well as the Redesign task forces, coordinators, and Regional Network. The task forces were set up in direct response to needs voiced by the prototype school districts in the first year of the effort. Executive managment is under the direction of the program manager, the Assistant Commissioner for Instructional Services, and day-to-day management of the effort is the responsibility of the Statewide Redesign Coordinator and the Redesign Council.

At the conclusion of 3 years, the five prototypes have in operation developing programs based on plans they have developed themselves and visions of the future. The BOCES is working with individual districts to move in the same direction. The 15 Redesigners, as regional change agents, are working with their 49 school systems, many of which had in operation both short and long-range plans and also those which have programmatic evidence of change. Within the State Education Department itself the task forces, which were simply in the planning stages in the fall of 1971, have emerged as teams and capable of rendering services to the prototypes as well as the Regional Network.

As the 3 years are closing, evidence is growing that supports the concept that citizens, students, and professional staff can work together to improve education in the local systems. At the regional level mechanisms are being developed to expand educational reform, at this level, and within the State Education Department, mechanisms are emerging to assist these changes while at the same time setting up a change structure within the Department itself.

The 3 years give substance to the belief that there is no single or quick solution to major system change. There is no dramatic road to change but rather a continued refining of the existing system--continually questioning the old, planning and managing to build the new system. Redesign is this continued, steady, incremental modification then, with each step planned and with successive steps larger and more substantive. Through this process the capacity for change thereby becomes as integral a part of a school system as basic programs such as math, science, or reading.

William E. Webster
Statewide Coordinator, Project Redesign

CASSADAGA VALLEY

One hundred and forty-four square miles of beautiful sprawling countryside, the Cassadaga Valley School District encompasses four villages and serves 1800 students. Relatively untouched by the problems of student dissent or racial strife, its characteristics are those of rural America--sparse population, the emigration of its young people, and a declining agricultural economy with no new generators of wealth. Its limited tax base and small high school enrollment place critical economic constraints on the scope of the school program.

In addition to typifying rural districts, Cassadaga Valley was selected as a prototype because

-- Both the chief school officer and the board of education had demonstrated an interest in improving the system and undertaking major change. Cassadaga Valley was one of 10 districts in the country participating in a comprehensive drop-out prevention program. In addition, they were seriously at work in the individualization of instruction and regrouping of students.

-- The teaching staff appeared to be receptive to participating in a change effort.

-- The community generally supported educational leadership.

-- There was an excellent relationship with the State University College at Fredonia.

Progress and Results

In response to the challenge existing at the time Redesign originated and considering the key issues facing the district, significant results have been achieved. Illustrations of better relations with the community are

-- Mechanisms have been created to engage the community in a new understanding of what education ought to produce. Community participation in shaping the educational system has been encouraged and achieved.

A broadly developed futures-oriented district philosophy statement has been adopted and widely circulated. There is broad agreement on the basic direction for change.

A District Curriculum Council with representatives from citizens, staff, students, and administration has been established as part of the contract with the teachers' association.

Last year's budget passed with a 3 to 1 margin with a large increase in community interest and participation in budget

hearings. A community survey of attitudes, administered to a scientific sample of the community, indicated that most adults support or approve of the redesign program.

Citizens now serve on the Elementary Curriculum Council.

Citizens serve as resource persons in the middle school special interest day.

Citizens participate in the Right-To-Read project.

-- Several educational improvement projects resulting in a better education for children have been launched.

An alternative 12th grade educational experience program has been tested and expanded. This allows students to design a portion of their own educational program around learning experiences in occupational areas, advanced independent study, cross-cultural experiences, or early college courses.

New high school courses such as consumer education and conservation have been added to the curriculum. These courses were developed with citizen and student involvement. Community resources are used extensively for instructional purposes.

One of the four elementary schools has been designated as an experimental school under the national Right-To-Read program.

A middle school program has been created with the new approaches including: extended periods, ungraded classrooms, interdisciplinary planning, team teaching, and a special interest day.

An expanded physical education program provides several alternatives for developing fitness and interest in life sports.

Adoption of an extended period in the high school fosters the utilization of media, small group discussion, individualized instruction, group projects, and peer teaching.

-- Better management and planning processes are in effect. There is greater utilization of existing resources. New structures have been set up at each level for planning coordination and evaluation.

Community members serve on the expanded Elementary Curriculum Council.

The District Curriculum Council, composed of teachers, administrators, students, and community members, has been formed.

The middle school faculty has developed considerable skill in group planning processes.

Annual total system planning in the form of Redesign plans for the year are a reality.

New roles and positions have been created in the district—redesign coordinator, community relations coordinators, and training and planning coordinator. The individuals performing these roles, along with others, form a planning team. The Right-To-Read experimental school project is directed by a professor from the college at Fredonia.

Greater use is made of State Education Department personnel and BOCES specialists and facilities.

Community facilities—swimming pool, bowling alley, golf course, etc.—are used in the new physical education program.

Key Redesign Activities In Cassadaga

1970-71 Planning Cycle

In 1969 Cassadaga Valley was selected as a prototype and got started. The work of this school year could be characterized as efforts to get organized and oriented. The various Redesign committees that were outlined in the introduction were elected and several early orientation meetings were held. Out of these early meetings the need to introduce some new thinking about education and its purpose in today's society became apparent. This was accomplished by a 10-session workshop, in which all the committees participated, entitled "Inventing Education for the Future of Cassadaga Valley," directed by futurist, Dr. Robert Bundy. These workshops were a stimulating, exciting, educational experience for those involved. They helped develop a sense of community, mutual respect, direction, purpose, new awareness of educational option, and urgency for action.

From the larger committee structure the Redesign Planning Council (RPC) was formed to shape, initiate, and coordinate the activities of redesign. They were eager to respond to the energy and urgency to act that was created in the Bundy workshops.

In the spring of 1971 the Redesign Planning Council decided to initiate a small summer project that would create some real change by fall. This would give the RPC some experience in planning and bringing about change. They wanted a project that would

-- Be visible and create credibility.

-- Encourage and facilitate new collaborative efforts between students, community members, and teachers.

-- Be responsive to expressed needs and facilitate change in the school system.

-- Offer good opportunity for success and as a consequence build confidence and capacity for bigger change efforts.

-- Help, in a small way, to change the existing system in the direction of the 24 Characteristics.

The RPC specifically proposed to sponsor and fund three summer curriculum development workshops to create new elective high school courses to be offered during the fall semester.

In order to assess the needs and the readiness to participate, a memo was sent to all high school teachers requesting proposals for courses they would like to develop and teach in September. That memo provided an orientation to the proposed activity and listed the ground rules. One essential requirement was that the course be developed by students, teachers, and community members working collaboratively during the 2-week workshop. Proposals were received from about 15 teachers out of approximately 100 teachers in K-12. The RPC reviewed the proposals and selected were: History of Chautauqua County, Consumer Education, and Conservation. The Chautauqua County History course proposal identified the following course objectives:

-- To help the student acquire a basic knowledge of the general history of Chautauqua County.

-- To help the student acquire research and independent study skills.

-- To help develop in the student an appreciation for history.

-- To foster and develop in the student pride in Chautauqua County and the Cassadaga Valley School District.

-- To help the student realize that men are behind every event and men made the past history. This realization should convince students that if changes are to be made in this county, they will have to make those changes.

The other two proposals were designed to respond to current relevant needs as well as provide experiences and learning of future value. The RPC devised a system for monitoring and debriefing the participants for evaluation purposes.

The workshops were held, courses were developed, and the courses were offered in the fall. Two of the three courses remain as part of the curriculum.

These courses were the first attempts to identify a real need (i.e. lack of relevant alternatives for high school students), and to have the citizens, staff,and students jointly create a new educational experience.

1971-72 Planning Cycle

The impetus to begin the planning process for this year came as the State Education Department requested each prototype to prepare a comprehensive plan for their year's activity for review by the Department Executive Redesign Council in October 1971.

The RPC wanted, as the core of their year's plan, to initiate several new action projects to fulfill other urgent needs. In order to identify the needs and shape the projects they undertook the following steps:

-- Early in September each member of the RPC was requested to return to his constituency (citizens, teachers, students) and engage in a needs assessment process to determine which facts of the educational program were urgently in need of change and where there was a readiness for change. Group meetings, simple questionnaires, telephone surveys, and interviews were the techniques used in the needs assessment process.

-- In late September the RPC engaged in an intensive weekend, off-campus work session at Niagara Falls. At the meeting conclusion the RPC had agreed upon a number of rough draft, proposed "action projects" (alternative school, alternative physical education program, open cafeteria, etc.) designed to bring about needed reforms in the system.

-- Committees of participants were given the assignment to flesh out the proposals. The completed proposals recommended a course of action to be followed in providing a solution to the problem. This suggested action included collaborative effort by citizens, teachers, students, and administrators.

-- Following review by citizens, students, and teachers, the revised proposals were submitted for Education Department review and ultimately a certain number were carried through to fruition.

-- Projects ultimately implemented have been evaluated by the District Curriculum Council and the Board of Education and revisions have been instigated following these evaluations. The action projects are continuing as part of the ongoing system.

This planning effort led to the launching of several more ambitious projects such as

Alternative School for Seniors: For this pilot project approximately 30 students were chosen by a selection committee composed of the guidance director, high school principal, and alternative school director. For the initial trial group a requirement was established that students should have completed all courses required for graduation. Beyond this the selection committee attempted to select a broadly representative homogeneous group. Group and individual meetings were held with parents of all students involved. One parent of each student agreed to be directly concerned with the student's educational experience. The parents, student, and teacher collaborated in building an individual educational plan for each student based on his particular needs and interests. The student plans involved work-oriented career education experiences in the community, early college entrance on a part-time basis, independent study, and cultural experiences. Students and teachers worked together to establish rules, policies, and solve problems of the school.

Alternative Physical Education Program: A task force of students, parents, and physical education teacher identified the limitations and deficiencies of the existing program and promulgated recommendations concerning the type of program needed and also desired program characteristics. The recommendations emphasized the desirability of creating physical education experiences more relevant to life interests. To implement the program, greater use was made of community facilities (golf course, bowling alley, YMCA swimming pool) and resources (golf pro, archery expert). The extended 80-minute period high school schedule facilitated the new physical education program this year.

In addition to these action projects, other projects to improve communications and future planning efforts were included in the year's plan. Examples are:

Writing a guideline paper establishing long-range goals.

Conducting student-community-teacher survey.

Setting up a communications task force to provide newsletters, bulletins, etc., to community.

1972-73 Planning Cycle Illustration

During the previous two cycles, redesign activities had been proposed and initiated by the RPC. While this council included teachers and administrators, the organization was external and added on to the established system administrative organization. This position made the

RPC dependent upon the established system (teachers, administrators, councils, committees, etc.) for implementation of its proposed plans. Certain proposed plans and action projects failed for this reason. During this current year the district is focusing on implementing programmatic changes and action programs designed to make progress toward three general themes outlined in its philosophy statement. It was, therefore, deemed advisable to have the 1972-73 action project planning process performed largely by the instructional staff who are responsible for implementing the plans and creating the programmatic changes. At the opening of this 1972-73 school year each major component of the system (elementary schools, high school, junior high school, Right-To-Read project, alternative school, etc.) was asked to submit, by the end of September, a statement of its projected activities for the school year. The written assignment was accompanied by a series of open-ended questions designed to orient the planners in the general directions advocated by the district philosophy statement. These three themes emphasize

-- Individualization of instruction - The guidelines (District Philosophy Statement) contain several statements outlining an educational situation that is flexible to meet individual needs, based on intrinsic motivators, aimed at developing a student's unique capabilities, and guided in large part by the student.

-- Development of varied, relevant and integrated curriculum - The guidelines stress development of a curriculum that is directly connected to real world life experiences while still emphasizing the basic academic skills. The curriculum should offer action-rich environments that offer students opportunities to test themselves and develop self-confidence. The curriculum should be varied to provide many alternatives for students and provide opportunities to develop appreciations for interdisciplinary approaches as well as the disciplines.

-- Increased involvement of students and citizens in educational planning - The philosophy guidelines encourage an active collaboration of students and citizens and educators in a community planning process.

Consulting help was provided, upon request, to the various groups engaged in the planning process. Administrators, teachers, and in some areas citizens and students collaborated in developing the components of the 1972-73 plan. With varying degrees of success the three basic themes are woven into the action projects. In addition, the action plan at each level includes provisions for renewal via a process of continued stimulation toward new ideas; launching of focused pilot projects to expand, develop and refine ideas; evaluation and plans for multiplying those pilot projects through the district.

This plan represents a much broader integration of activities across the entire system. The projects undertaken in this plan are more comprehensive in scope and purpose than previous projects.

For example, the new middle school involves new interdisciplinary teaching teams, ungraded classrooms, a new guidance structure, new patterns of student evaluation and reporting, and an 80-minute schedule. This is a comprehensive redesign of a major segment of the district's educational system.

Similarly, the Right-To-Read program is a 3-4 year planned effort to gradually transform the orientation of elementary education in the district. Parents, teachers, administrators, and consultants are working together to conduct a pilot project, an expansion schedule, inservice training, para-professional program and a community education program.

Futures Workshop and the Vision Paper

All of these planning processes and action projects took place within a context or against a certain background. This context or background encompassed ideas developed in a workshop held during the early stages of the Redesign process. These ideas have been translated into a paper popularly identified as the "Cassadaga Vision Statement." Following is a description of these events.

> During the spring of 1971 approximately 60 key leaders from the citizens', students', teachers', nonteachers', and administrators' groups jointly engaged in a 9-or 10-session workshop entitled, "Inventing Education for the Future in Cassadaga Valley" directed by futurist, Dr. Robert Bundy. To facilitate discussion the total group was divided in half homogeneously and the two subgroups met on successive evenings for approximately 3 hours. Following study and consideration of long-term trends, central human needs in future society, and education trends, the concluding sessions focused on the type of educational system required to prepare citizens able to function in future society. With this futurist perspective a subcommittee of citizens, students, and teachers prepared a draft copy of "Education, Human Values and the Community—Guidelines for the Present and Future of Cassadaga Valley." Following widespread review by teachers, consideration by some citizen and student groups, and widespread distribution, the paper was finally adopted by the Board of Education. This document is a position paper, or philosophy statement, describing in broad terms the New System of Education to be achieved in Cassadaga Valley.

Partial Analysis of the Process at Cassadaga Valley and the Three Planning Cycles

Framework Area I - Planning the New System of Education*

This analysis should help explain how the planning process has been gradually built into the system. The planning process is still imperfect, fragile, and in need of constant nurturing and reinforcement from outside.

*These Framework Areas were taken from the Redesign Framework paper.

In analyzing the progress and development of the planning capacity in this district it is critically important to recognize that the impetus for creating the second and third cycle plans came from the State Education Department. The Department Executive Redesign Council required each prototype to develop comprehensive Redesign plans for these years.

Stimulation - At each cycle of the planning process the stimulation activities have become more intense, affected greater numbers, and been built more closely into the ongoing system. The first 1970 planning with respect to the three summer curriculum projects was accomplished with very little stimulation other than discussion resulting from the fact that Cassadaga had been selected as a prototype. The Bundy futures workshop experience served to stimulate the RPC which assumed responsibility for the second cycle of planning (the Niagara Falls working weekend). The 1971-72 redesign plan made formal provisions for stimulation activities. These included wide dissemination and discussion of the philosophy statement and employment of a number of outside consultants at the elementary, middle, and senior high school levels. Early stimulation activities were limited to the RPC and key leaders. Later stimulation activities were employed to influence almost all teachers and some community members.

Needs Assessment - The first cycle planning for the 1971 summer curriculum development project was based on a needs assessment limited to the attitudes and opinions of the teachers contacted to obtain proposals. The second cycle (1971-72) action project planning performed at Niagara Falls was based on a needs assessment process involving a significantly larger number of individuals including citizens, teachers, and students. A variety of needs assessment techniques were involved including interviews, simple questionnaires, meetings, etc. This experience pointed up the need for more sophisticated scientific needs assessment processes which would be built into the next planning cycle. An outcome was that the citizens' committee undertook a comprehensive, scientific needs assessment survey project. With the assistance of the Education Department's Bureau of Statistical Services the results are being prepared for feedback into the prototype planning process.

At each successive cycle the needs assessment process has involved a greater number of individuals, used a larger variety of techniques, been based on more advanced techniques, and become somewhat more embedded in the regular system.

Goal Setting - The first planning cycle had the relatively simple goal of creating a little bit of change in the system (three new elective high school courses). With this successful experience the next planning cycle established slightly larger goals for the action projects—the alternative school and alternative physical education program. These goals created a

slightly larger change in the system affecting a significantly larger number of students. The third planning cycle has established goals affecting almost all children in the district. Goal setting during the first 2 years was relatively specific. In the third cycle, with larger numbers of inexperienced people involved, the quality of the goal setting process has varied greatly, depending on the group participating in the planning process. Some groups (middle school faculty, and Right-To-Read group) with good leadership and more experience have established the most precise and realistic goals.

Action Project Design - First cycle action projects (summer 1971) were very modest involving creation of only three new high school courses (consumer education, conservation, and history of the Cassadaga Valley). This project directly involved only three teachers and a limited number of citizens and students for a 2-week period.

The second cycle action projects were a little more ambitious in dimension. They were aimed at changing a larger segment of the curriculum—a whole high school physical education curriculum and the total 12th grade alternative educational experience for a group of 30 students. The task forces participating in bringing about the desired changes and the citizens and students involved in and affected by the curriculum revisions were significantly greater in number than those during the first cycle.

The third cycle, 1972-73, action projects are intended to directly affect, in varying degrees, all teachers. The projects are designed to promote community involvement on a larger scale. Some of the third cycle action projects are less well defined than during the first and second cycles. This probably is a consequence of the planning process involving much larger numbers of participants with no previous experience or skill in the planning process. While the action projects are larger in scope they generally are less well refined than in the previous two cycles. A major exception is the middle school action project which has been served by a resource person with exceptional planning and process skills.

Framework Area II - Program Implementation

The redesign activity encompassed under this area is a direct outgrowth of the planning activity described in Framework Area I. The program implementation can be viewed as a vehicle for gaining practice in managing change. In the Redesign effort, programs to be accomplished were selected with certain criteria in mind. These are

-- The project or activity should be highly visible to establish credibility for the redesign movement and create enthusiasm for additional change.

-- The project selected should offer the potential for reasonable success. Success at achieving a small bit of change in the system would create confidence and enthusiasm for attempting larger change efforts.

-- The project should be responsive to expressed needs of a significant cross section of the students, community, and teachers.

-- It should encourage and facilitate a new style of collaboration among students, community, and teachers. It should be possible to build into the project a role for these various segments of the community.

-- The project should cover a relatively short span of time.

Program implementation projects illustrating the progressive increase in size, scope, complexity, and involvement during the 3 years of Redesign are

-- Development of the three high school courses.

-- Development of the alternative physical education program and the alternative school for 12th grade students.

-- Formation of the middle school.

-- Right-To-Read elementary school project.

An expected outcome of successful completion of the various program implementation projects undertaken was a building of confidence on the part of those planning, managing, and implementing the project. The psychological success achieved inspired the group involved to accelerate progress.

Framework Area III - Management

To carry out the activities identified above in Framework Areas I and II, certain committee structures had to be developed. To initiate the Redesign effort, a series of temporary structures were formed

-- The citizens, students, teachers, and nonteachers, through democratic election procedures, elected representative committees. This network of committees served as an information gathering and information dissemination device.

-- The Redesign Planning Committee (RPC), comprised of the chairman and vice-chairman of the citizens, teachers, students, and nonteachers groups plus certain administrators and coordinators was formed to launch the initial Redesign effort.

-- A core group from the RPC, composed of the management consultant, superintendent, local coordinator, and SED coordinator, served as a "think tank" organization to prepare work for the RPC.

These ad hoc committees and groups established new patterns for involvement and cooperation which had not previously existed within the ongoing school administrative organization. Inasmuch as these committees were new and outside the formal structure they were not hampered by tradition, precedent, and contracts. Results could be achieved faster. The ad hoc committees and structures, with the intensive guidance and consultation of the management consultant, provided an opportunity for the participants to develop new skills and insights.

As a consequence of the experience gained in working on the ad hoc committees, new working groups are evolving within the formal administrative structure of the system

-- A stronger administrative team is being assembled to collaborate in managing the system. Building principals and/or middle management individuals possessing needed skills are being employed to capitalize on the faculty readiness and momentum developed.

-- The assistant district principal has recently been given responsibility for district-wide program planning coordination. He will also lead a resource team which will perform redesign functions and prepare agenda items for consideration by the superintendent and administrative team.

-- The citizens' redesign committee has been maintained due to careful attention by the local Redesign coordinator.

-- The students' and teachers' Redesign committee responsibilities have been assumed by the regular student council and teachers' union.

-- The Redesign Planning Council has evolved into the District Curriculum Council. This council was established as a result of teacher contract negotiations and includes teachers, administrators, students, and citizens.

To implement Framework Areas I and II and enable the ad hoc committees to function smoothly, new roles and skills had to be acquired

-- The management consultant has provided intensive consulting assistance to key leaders such as the local coordinator, assistant district principal, SED coordinator, and superintendent. Under his direction these individuals have all acquired and practiced management skills.

-- Training workshops have been sponsored for district administrative personnel.

-- Leadership skills have been taught and practiced within the ad hoc committees.

-- Workshops—in communications and assessment—have been attended by local personnel.

Problems

1. Inability to expand interest and excitement of the Bundy futures workshops and stimulate wider community interest.

   Bringing the "vision paper" to life will be a tremendous long-range undertaking. Most teachers and junior administrators feel no sense of ownership of the paper and do not view it as a mandate or overriding goal to guide their efforts. The Board of Education and superintendent will have to use every opportunity to put the paper to everyday use.

2. Inability to stimulate and encourage real student involvement.

   In only a few instances have students been meaningfully involved and excited in the Redesign process.

   Inertia in many segments of the total community inhibits progress in this area.

   Lack of commitment to the idea of student participation, lack of recognition of the value of it, and inability to promote and channel student interest and energies.

   Student participation is at a minimum level because of the following:

   Lack of commitment to the concept by some in other groups.
   Lack of recognition of the value of it; inability by others to promote and encourage it.
   Absence of experience in the area and knowledge of how to use it constructively.
   Apathy on the part of students themselves which is probably a consequence of previous experience, tradition, and the established reward system.

3. Need seen to adopt new managerial skills.

   Administrators and key leaders must acquire new managerial skills needed to cope with the demands of

Managing change while at the same time administering the ongoing system.

Integrating students and citizens into the various components, structures, and processes of the system.

Being collaborative in their style of operation.

Being active in shaping direction rather than reacting to crises.

GREECE

Greece Central School District, in suburban Rochester, had completed a decade of unprecedented growth in 1970. Typical of the fast growing residential areas that mushroomed around our cities after World War II, the Greece "community" is defined primarily by school district lines. The parents of its 13,000 students are found on every rung of the occupational ladder in Rochester's industries such as Eastman Kodak and Xerox. Their educational concerns are widely divergent and their loyalties focus on the neighborhood school, rather than on the district.

The sheer tempo of growth (one new school building a year) had demanded the thought, funds, and energies of schoolmen and laymen alike. An innovative superintendent had successfully focused the new community's hopes for a better life for its children in the suburbs on the many new, promising trends and theories which characterized education in the United State during the 1960's.

But, in Greece as in the nation, the new decade brought a sense of disillusionment. Educational costs were too high, the promised rewards of new programs scarcely visible, and a feeling of powerlessness was prevalent among most groups; teachers, students, residents, central office staff, and building principals.

At this time a new superintendent was appointed who recognized that the district faced the difficult task of consolidating and enhancing the educational gains which had already been made. He was also interested in concurrently planning additional change. The tasks of consolidating those changes that had taken place in the past and new planning had to be carried on in ways that would gain the understanding of all concerned and which were responsive to the existing and emerging needs of youth and adults and at a cost the community could afford.

It was at this time of rethinking in Greece that the State Education Department was launching Redesign. Greece was among the approximately 40 school districts that volunteered to participate in the effort and was chosen as the suburban prototype.

Results

Although many of the aspects are still fragile, after 3 years Greece is demonstrating that involving many people in the shaping of educational decisions brings about

1. Better programs for students.
2. Widespread commitment and support to these programs.
3. A more effective partnership of State and local resources.

During both the initial planning and the subsequent, often frustrating first experiences, the importance of involving many people in shaping educational decisions became evident. Of greater significance were the lessons learned in coordinating the activities of many people from

diverse backgrounds and interests in ways that made them feel useful, but more important, in ways that produced worthwhile results. Progress in Greece resulted when

1. The base of participation was broadened by involving new individuals and groups, primarily residents and community organizations.

2. Existing groups were involved in a more genuine way in shaping educational decisions, primarily teachers and students.

3. Appropriate training and/or experiences were provided for the district and building administrators, the Board of Education, teachers, and students which would enable them to define their new roles and, more importantly, enable them to develop the necessary new relationships in sharing the responsibility for education in the district.

4. Appropriate Department personnel were invited to work with the district in planning and carrying out the Redesign program.

Much has been learned while working toward accomplishing these changes on a system-wide scale, how to make constructive progress in the face of the diverse views, ideological differences, and suspicions of the many individuals and groups who are connected with the effort....how to create and use district-wide workplans to manage the gradual integration of the change process within a complex, ongoing school operation....how to use better the existing resources in the community and in the Department.

What Changes Have Happened to the Board of Education?

Let us look at a number of situations which reflect the board's sensitivity to the needs of the school and community.

1. Faced with an estimated $500,000 repair cost for one of the junior high schools together with a projected zero growth district enrollment, the board of education had to make a major decision regarding building utilization. Predictably, it asked the superintendent to study the situation and submit recommendations for the board's decision.

Since the recommendations concerned a general reorganization at the secondary level, the issue had considerable emotional impact on students, teachers, and residents. These groups lost no time in taking advantage of the redesign organization and its communication channels to urge the board to accept greater involvement in the shaping of this important decision. The superintendent developed a plan to organize the professional staff and community to develop recommendations for the board. The plan called for several task forces which directly engaged 75-100 people in the work of these groups and hundreds more in surveys and public meetings. However,

the charge to these committees allowed them only the choice between two carefully defined alternatives. This was not the involvement the Redesign process had led residents, teachers, and students to expect. The composite recommendation of all groups was a rejection of both alternatives. There was general consensus that the superintendent's plan did not allow for the adequate development of goals and program characteristics on which any decision for school building utilization and/or organization must be based. The board accepted the recommendation, deciding to maintain the status quo until a more comprehensive plan could be developed.

A second plan, this time developed collaboratively with representatives of the groups involved, corrected the weakness of the first plan and is being implemented in 1972-73. The most notable feature perhaps of this new plan is the provision of periodic checkpoints for board approval. This allows the board to have continued communication with the work groups and thereby avoid a crisis at the end of the work which might result in the rejection of the major recommendations of the work groups. Such a crisis could be of major proportion since hundreds of people have been spending many hours on the effort.

2. When the New York State Legislature required that all school districts submit to the Commissioner of Education a plan for the maintenance of public order on school grounds, the Greece Board of Education responded differently than most of the school districts in the State.

Separate commissions of students, residents, teachers, administrators, and community organizations were established in Greece. Their charge was to identify the issues involved in the maintenance of public order, to examine the relative severity of problems connected with these issues, and to make recommendations for problem resolution in terms of who and how. With the help of the Department's Bureau of Statistical Services each commission surveyed its own constituency for its attitudes. This was done by the use of a telephone survey that was conducted in a 24-hour period and reached a statistically sound sample of the population. A district-wide commission of representatives from each of the homogeneous groups drafted a final plan.

3. The increased scope of community involvement and the pace of change within the district have caused the board to examine its own way of working so as to be able to exert a more effective leadership and management role.

They are presently working with a management consultant to help them in this effort.

4. The Board of Education has instituted a coffee hour prior to public board meetings to provide the opportunity for all members of the school community to meet with board members on an informal basis.

5. Although the relationship of the Teachers Association and the board has been the most impervious to collaboration, the board and the Executive Committee of the Greece Teachers

Association meet regularly in "Summit Meetings." The purpose of these meetings is to identify and discuss issues informally before they become positions for negotiation.

6. The Board of Education has set aside a $5,000 mini-grant program for the exclusive use of teachers.

Since normal budget procedures require teachers to anticipate their materials and equipment needs a year in advance, the availability of this fund makes it possible for them to carry out creative responses to educational needs throughout the year.

What Changes Have Happened to the Administrators?

1. The reshaping of the role of the building principal has perhaps had the greatest impact on improved learning. The building principal has responsibility as part of the district management team as well as administrative responsibility for his own building. District-wide instructional priorities are cooperatively determined by the principals and central office administrators. Individual building priorities are determined by the building principal working with his staff and community. Instructional budget decisions are made at the building level on this dual set of priorities.

2. Evaluation of building principals is now based on objectives which have been set cooperatively by the principal and his immediate superior.

3. Central office administrators as well as building administrators recognized, as did the board, that the implications of community involvement and the pace of change required them to examine their way of working so as to exert a more effective leadership role. In addition to the management training undergone by the board, the central office administration has also had an intensive management training experience. These training activities were supported by Redesign funds. In addition personnel from the Department helped them to develop a 2-day workshop in which four-man teams (principal, teacher, resident and/or student) from each building developed plans for collaborative Redesign projects at the building level. Examples of such projects include elementary school interest centers, a guidance resource bank of community resources, a series of courses taught by army reserve personnel, to mention a few.

What Changes Have Happened to the Teachers?

1. The teachers' desires to participate at all levels of the operation make establishment of working relationships among teachers, administrators, and the board a challenge. However, as individuals, teachers have been participating as working members of all committees, task forces, and study groups.

2. Teachers are involved in an extensive array of inservice activities such as Project SEARCH, many of which focus on the changing role of teachers in relation to student learning.

3. Planning for instruction is done by teacher teams throughout the district.

4. Teachers in Greece enthusiastically welcome resident volunteers as teaching aides.

What Changes Have Happened to the Students?

1. Student involvement has been disappointingly limited, but some important progress can be identified. There is a Superintendent's Student Advisory Council which meets regularly to advise the superintendent regarding current issues. A Student Bill of Rights has been completed and comment and reaction are being sought from the student bodies from all the secondary schools.

2. It was largely the strong student reaction to both the initial school building utilization decision and the subsequent first study recommendations which influenced the decision to go to the present building utilization and long-range study.

3. Students were active participants in the planning and implementation of the maintenance of public order process.

4. Secondary students are actively involved as teaching aides in a number of elementary school programs.

5. Student share equally with adults both line and staff responsibilities in the new community FM station.

6. Students at one junior high school have established a joint fund with the Board of Education to combat vandalism. The Board of Education and the Student Council both contribute $250 annually to the fund with the understanding that any costs incurred by vandalism will be paid from this fund. All unused funds may be spent at the discretion of the Student Council for a worthwhile, school-related purpose.

What Changes Have Happened to the Residents?

Organizationally, Redesign in Greece began with the formation of Redesign councils in each of the district's 19 schools. These were composed of teachers, parents, students, and principals. After 6 months these units formed a Community Redesign Council to represent the units as a whole and to provide a ready resource of people for district-wide studies.

The planning and coordinating function was carried on initially by a Redesign Planning Council. At the end of the first year this was turned over to the Executive Committee of the Community Redesign Council. At the end of the second year this function was assumed by a District Coordinating-Planning Committee made up of representatives of the Community Redesign

Council, the Greece Teachers Association, PTA, and building and central office administration. The Coordinating-Planning Committee has the following charge:

-- To be the collection and synthesizing group for concerns and issues emanating from the community units, individuals in the community, teachers (collectively and individually), district administration and students.

-- To initiate studies that represent building and district needs.

-- To approve and/or make recommendations to submitting individuals or groups on action undertakings.

-- To set up the mechanism for monitoring the workplan and to develop future workplans.

1. Although there have been these organizational difficulties, there have been results from work by the community groups. After some difficult first attempts, the necessary procedures have been developed which make it possible for the ongoing school operation to respond positively to new program thrusts recommended by community groups. A school staff member is assigned to each community group, serving two functions: (a) injecting into the planning such considerations as budgetary constraints and realistic timetables for implementation; and (b) keeping the administration and the board advised of the progress of the group.

   The most successful resident-initiated programs include the establishment of a community FM station, a pilot parent education/pre-K program and mini-courses at the junior high level.

2. As the community became increasingly convinced over the 3 year period that the schools sincerely wanted to establish a partnership, a wealth of talent became available....there are over 1,400 resident volunteers working directly with students in Greece schools and, in the words of one parent, "not just as lunchroom monitors"....residents are teaching special interest groups at all levels....community volunteers are assisting teachers in many phases of the reading program....a highly skilled group of residents employed by Kodak has taken the study and analysis of all the district's data processing needs including instructional applications....residents whose children attend the Parkland Elementary School made a detailed study of public school financing alternatives.

What Programs Are Directly Affecting the Classroom?

The size and complexity of a school district of 19 schools and 13,500 students preclude a description of all program additions, modifications,

or expansions during the last three years. Many of the changes have been a direct result of Redesign, other tangentially, and yet others at the initiative of agencies and individuals not a part of the effort. The major component in the Greece Redesign effort is to bring together as soon as possible the ongoing program and Redesign-sponsored changes. It is difficult to identity all program changes. However, some of the changes taking place have been in the following areas:

- Work-Study and Cooperative Education Programs
- Interdisciplinary Humanities Program (Including the Performing Arts)
- Team Planning and Teaching
- Junior High Mini-Courses
- Open Education
- Continuing Education Program (Including college course offerings in the Greece schools and at cooperating colleges for both students and adults, special course offerings designed for family participation, and a Parent Education/Pre-K Program)

What Effect Has Redesign Had On The Relationship Between Greece and The State Education Department?

1. The experience in Greece has substantiated that the State Education Department can work effectively in a collegial way with local school district personnel to improve programs in a variety of ways. In some cases leadership and requests for help have come from the districts. In other cases leadership has come from State Education Department personnel. Where the Department has taken leadership it has made every attempt to support efforts emerging under that leadership with the necessary support systems.

2. The Department has been able to give a consistent response to district needs through the efforts of the SED coordinator assigned to Greece, who has had the responsibility of becoming thoroughly familiar with the total district operation and coordinating Department resources made available to the district.

3. Specifically, the State Education Department has rendered assistance to Greece in the following ways:

   (a) Management Training - The services of a management consultant under contract to the Department were made available to Greece since such expertise was not available in the Department.

   (b) Planning - The major portion of the State Education Department coordinator's time was spent in planning activities in the district. As part of the planning were alternative futures and a variety of stimulation activities including meetings with a variety of well-known futurists.

(c) Humanities - A team of humanities specialists in the Department is working with teachers and administrators on a continuing, developmental basis.

(d) Survey Techniques - The Bureau of Statistical Services worked with lay and school groups in developing a half dozen survey instruments, including tabulation and analysis. In addition, a telephone survey technique has been developed and successfully used. This Department response is especially notable since it demonstrates the ability of Department personnel to apply specialist skills in a completely new and different way.

(e) Group Process - Through its Redesign Training and Education Task Force, the Department was able to make available to Greece two staff members who worked with task forces and committees at the beginning, helping them to clarify their assignment, define relationships, set goals and objectives, and develop a workplan.

4. In not all cases, of course, have requests for assistance been met adequately, and in this way the State Education Department is learning of ways that it may better serve school systems in their interests, and for this reason is developing greater skills in the areas of community communication, community organization, and futuring skills.

Summary

The size of the Greece Central School system, the great number of programs underway before Redesign, and the large number generated as a result of Redesign have made the change effort in Greece extremely complex. Greece, however, has been a learning laboratory that has begun to furnish evidence that supports developments in the other prototypes—that State and local systems can work collaboratively to improve instruction, that community people can be used effectively in a variety of planning and program activities, that planning and program activities can go on concurrently, that learning, training, and development can go on as an integral part of a change program.

HAMILTON-FULTON-MONTGOMERY COUNTY BOCES

The Hamilton-Fulton-Montgomery County BOCES is one of the 47 Boards of Cooperative Educational Services in New York State. The strategic role of the BOCES is to provide some administrative services to local school systems and to provide the organization by which school districts may share services they are unable to provide for themselves such as vocational education and education for the handicapped. The importance of the intermediate unit in New York State made the services of a BOCES prototype a logical move. As the original prototypes were testing structures and systems to aid in school improvement the BOCES organization could test similar structures and systems in a wider area. The BOCES also provided a focal point for the delivery of State services and also an important leadership function for their respective areas.

The H-F-M area is predominantly rural, covering an area of about 2,500 square miles and is sparsely populated, containing some 113,000 people. The per capita income is about $1,000 less than the average for the rest of the State. Industry is largely tourism, agriculture, and some lumbering. There is limited industrial activity in three of the cities.

Starting somewhat later than the other prototypes in the State, the H-F-M BOCES formally initiated Redesign in August of 1972, at which time a Redesign coordinator was employed. The Redesign team in H-F-M area has moved slowly. This movement is related to the complexity of the effort, involving 13 school systems, the long-term conservatism of the area, the traditional autonomy of local school systems, and a determination to maintain this autonomy on the part of community people and professional educators.

In the fall of 1972 the district superintendent held orientation sessions involving all of the supervising principals in the H-F-M BOCES. As a result of these sessions there has developed a consensus of strong support for the Redesign philosophy and for some tentative operational plans. The local Redesign coordinator has produced an informative brochure on Redesign which was distributed widely in the three-county area. A detailed inventory of the area's cultural, educational and human resources has been developed for distribution in the H-F-M area. This has required extensive liaison with people in a variety of agencies. The success of the inventory has been indicated in the support these agencies have given to the Higher Education proposal which was recently submitted to the U.S. Office of Education, which has as its aim a comprehensive continuing education program. It is important to note that the inventory was developed locally and that its acceptance by the agencies in the area was related to the nature of its development by those people most familiar with that area.

Assistance the local coordinator have been members of the Redesign Community Assessment Task Force, the Management Services Task Force, and the SED Redesign Coordinator for H-F-M.

The experiences of the earlier prototypes have assisted the effort in H-F-M to move ahead on several fronts at the same time. This effort is being coordinated through the district superintendent's office and directly managed by the H-F-M Redesign Coordinator's Management Team, the SED Coordinator, and the Regional Redesign Coordinator from the Capital District Planning Office. The District Principal Advisory Group—made up of representatives of local school districts, serves as a communication vehicle for the Redesign effort.

There are a series of activities already begun in the area either initiated by or related to the Redesign effort. They are:

1. One school (Wells) has sought assistance (local, regional, SED Coordinators and Management Task Force team chairmen) in developing strategies that will facilitate greater individualization of instruction and learning. Another district (Northville) asked for assistance for solving problems associated with classroom space.

2. A team of four teachers from Northville attended the State-sponsored Humanistic Education Conference at Kiamesha Lake, April 4-6, to assist them in their redesign efforts.

3. The Canajoharie Schools are in the process of organizing what will be, in actuality, a Community Redesign Council. The organizational vehicle through which it is being accomplished is an Early Reach Program designed to involve parents in the preschool orientation of their children.

4. Close liaison with school people and the State Education Department in the area of continuing education has evidenced an encouraging increase of interest in the Redesign effort, particularly in view of the economic picture of Fulton and Montgomery Counties.

A Management Services Task Force workshop is being offered this spring to teams of administrators, board members, teachers and parents in the H-F-M area. The topics to be discussed in the workshop include planning skills, particularly long-range, in so far as this had been an interest demonstrated in the area, new methods of instruction, organization of programs in the individualization of instruction at the elementary level and scheduling options at the secondary level, including flexible scheduling.

A workshop for approximately 40 special education teachers and for other teachers, funded through Redesign, was also held at Fulton-Montgomery Community College, March 23 and 24 (Friday evening and Saturday). Two strategies for the systematic diagnosis and prescribing of educational activities, the Guilford Structure of Intellect and the Project MELD of Rensselaer-Columbia Counties (Maximizing Effective Learner Development) were presented to a highly receptive group of teachers.

The Canajoharie School District is organizing an outreach program for preschoolers and parents. It is hoped that this will be an effective vehicle to bring together schools, parents, community colleges, public library and the OEO Job Development Office as diverse elements in a cooperative community effort.

Other important elements in the area include

1. The Fulton-Montgomery Community College is, with the cooperation of its president, emerging as a major asset to redesign. Office space and staff have been made available to the redesign effort. The BOCES and the community college have commenced discussions which may lead to flexible sharing of facilities, staff, and programs among academic and vocational high school students and community college students.

   The intention is to develop a comprehensive continuing education program effective over a large geographic area. Coordination of this planning effort is a major task for Redesign at present. The full development of this model has major implications for using the community college as a focal point for community and education redesign.

2. Other projects operating in the area under BOCES auspices are The Enrichment Center, a curriculum development effort of 14 schools (and one of the few Title III projects in the Nation which was maintained by local efforts after funding ended. Two new Title III projects, the Rural Academic High School, which is an effort to offer greater program variety to students who attend high schools with enrollments as low as 37 pupils, and Project SEARCH, which is concerned with the affective area.

3. A strong area-wide, inservice program through SUC Oneonta has been made available to teachers in the H-F-M area.

A variety of Redesign projects are being organized to make education a more responsive and effective element in the improvement of life for students and community members as well, in H-F-M area.

In the immediate future attention will be directed toward:

Planning

1. Development of plans and planning skills to assure long-range resource reallocation aimed at the defined priorities.

2. Planning to utilize maximum community resources.

Program

Programs will be initiated in continuing education making it possible for an expansion of cultural experiences which will be made to reach a larger segment of the student and community population.

Management

Efforts will be made to coordinate the variety of activities in different institutions through the developing of the necessary systems and structures to do this important work. They are also developing a comprehensive communications network.

Summary

Although progress with the redesign effort may appear to be slow in H-F-M BOCES prototype, nevertheless, there is definite evidence that the necessary planning and futuring are being done. This will result in substantial and constructive progress in the basic strategies for change and improvement in the educational systems which are members of the Hamilton-Fulton-Montgomery County BOCES.

COMMUNITY SCHOOL DISTRICT #7, NEW YORK CITY

Community School District #7 is located in the southeast corner of the Bronx, New York City. The New York Times in a recent article describes this area as a prime example of the urban problems of the nation. It covers an area of approximately 5 square miles, has a total population of 250,000 and a public school (K-9) population of approximately 30,000 students. This student body is housed in 19 elementary schools, four intermediate schools and one junior high school. An additional junior high building is currently under construction, expected occupancy is September 1973. No high school is located within the boundaries of CSD #7. William H. Taft High School in CSD #9 is the nearest high school facility. The staff numbers approximately 1,800 professional teachers and administrators plus a paraprofessional staff in excess of 800. The district has an operating budget of about 32 million dollars. This figure includes tax levy funds and categorical funds presently from Title I and Urban Education.

District #7 is one of the 32 newly decentralized districts created in New York City in 1970. The challenge to start a new school district could in itself be viewed sufficient. By participating in Redesign the Community School Board added a more demanding element to the already existing challenge.

CSD #7 was invited to become New York City Redesign prototype in March of 1971. It was the unanimous choice of a selection team of State Education Department representatives which visited each of the districts that had indicated an interest in becoming a prototype. However, it was not until late in May of that year that the Community School Board officially accepted the invitation to become the New York City prototype.

As a result of this official action, between March and May of that year a number of meetings were held between State Education Department representatives and the Community School Board. Those meetings had the air of "Testing Sessions" and were not without confrontation. In keeping with the philosophy of Redesign, the Community School Board during that same period held a number of open forums to inform the citizens of the district of the invitation to determine community reaction to the establishment of a working relationship with the State Education Department. State Education Department personnel, on invitation, participated in some of the community meetings to answer questions posed by community members. Involvement in these meetings gave Department personnel a first-hand opportunity to learn the concerns of the staff and citizens of District #7. It also gave them opportunities to feel the high degree of hostility and suspicion in the district toward outside agencies. Late in May 1971 at a regularly scheduled monthly public hearing, the Community School Board officially accepted the State Education Department invitation.

The first task for the Community School Board was to appoint a local Redesign coordinator. It was expected that this appointment would be made by July 1, 1971 and that the planning of Redesign activities would begin during the summer of that year. The selection of the Redesign coordinator was not without its share of problems. He was not selected until October 1 and Redesign was finally launched at a community-wide open meeting November 71.

Learnings May-November 1971

Although no Redesign activities could be initiated during the period of May-November 1971, the hiatus did provide the Department with opportunities to learn a great deal concerning the operation of the district and also to develop relationships with teachers, administration and board members. During this period the State Education Department Assistant Commissioner, SED Coordinator, and selected Department personnel held orientation meetings with district staff, Central Board personnel (including the Chancellor), the U.F.T., and CSA organizations.

The Community School Board of District #7 was created in June 1970. It is comprised of people having little experience in the management of any large enterprise. They had little or no experience in school affairs. When decentralization took effect their orientation and training provided them, by their own evaluation, with "much to be desired."

In the area of fiscal management categorical funds, Title I, Urban Education and others were used for purposes separate from tax levied funds. The categorical funds being directed primarily by advisory committees, with final approval of the Central School Board. They were administered by specific project directors. There was limited coordination, and in some cases no coordination, between those programs funded with tax levied funds which were administered through the superintendent and building principals.

The receptivity for redesign, that is, a change-oriented community-wide effort by all the groups mentioned above, was very high. Our early anticipation of rejection by the UFT was completely unfounded and from the very beginning this organization has been participating in and has been a staunch supporter for redesign activities.

In retrospect, while the slow movement from March 1971 to November 1971 caused us all anxieties and a sense of frustration it proved to be positive, for it provided opportunities to gain understandings which have proven most valuable in working with the district once activities got underway.

Management Activities November 1971 - March 1972

To begin activities, a small redesign planning group began to meet on a regular basis to initiate activities and to develop workplans for the redesign effort. This planning group consisted of the local Redesign coordinator, a board member, the Redesigners from the New York City Planning Center, the State Education Department coordinator assigned to District #7, and the consultant from Robert Schaffer Associates, the management consulting firm. This group was enlarged in the fall of 1972 and again in the spring of 1973 and now includes directors of funded programs, UFT and CSA representatives, advisory group representatives, the superintendent, executive assistant, and a paraprofessional.

In November of 1971, a large, district-wide meeting on Redesign was held in which some 200-250 parents, staff members and students met to hear about and to discuss their aspirations for the redesign of their district.

The people at this meeting represented every important group in the community; over 40 such groups were so represented. The meeting lasted all day, and in this open forum the community, including the teachers' union, was given another chance to approve or reject the board's decision taken earlier in the year. The meeting was designed as a working session, and gave some first directions for redesign in District #7. It was indicated at that meeting that a Community Redesign Council would be established as soon as possible and the workplan called for this to be accomplished by January of 1972.

An ad hoc community group was organized in January 1972 to plan for the Community Redesign Council. This group worked into the spring of 1972 to devise the strategies that would lead to the development of the Community Redesign Council. The work of this group did not proceed as quickly as had been hoped for. Due to a variety of factors, both internal and external, the school board did not make the decisions that would bring the Community Redesign Council into existence until December of 1972.

The School-Community Redesign Council held its first meeting in February 1973. It has 53 members representing parents, teachers, administrators, paraprofessionals, pupils, representatives from a number of community organizations and agencies including the Police Department, NAACP, parochial schools, and others. The State Education Department Training and Education Task Force, in cooperation with the council, had planned a series of orientation activities for this group and is assisting it in forming its management and organizational structure. This work will continue through the spring and summer of 1973.

In March 1972, at its request, the Community School Board attended a weekend retreat. Acting as consultants to this retreat were members of the State Education Department and Schaffer management consultants. The purpose of this retreat was to clarify the board's leadership role in redesign while at the same time assisting them to sharpen management skills to more effectively manage all board responsibilities. This first weekend was followed by similar seminar, problem-solving sessions in January and February of 1972. These sessions, while emphasizing redesign, also dealt with the overall role of the community school board as a leadership team and as the key component responsible for the overall management of the school system.

Program Development November 1971 - March 1973

When it became apparent that there would be a delay in the formation of the Community Redesign Council, the planning team that had been meeting since the fall of 1971 realized that action was going to be necessary in order to keep the momentum established in the November meeting. In an informal survey of District #7, it was immediately apparent that reading was a significant problem area. The planning team recommended to the school board that a reading task force be organized to deal with the problem. Under the direction of the task force a district-wide survey was launched to gather definitive data on the various reading programs in operation in District #7. Teams were organized to visit schools to view reading programs in operation. These teams were made up of parents, students, teachers, and

paraprofessionals who had as one of their major responsibilities identification of successful reading programs that had elements that could be replicated throughout the system.

In the fall of 1972 an interim report was submitted to the Community School Board which contained recommendations that could be immediately implemented. A final report was completed and submitted to the board in March of 1973. This report had become one of the major building blocks of the district's reading improvement effort.

Realizing the gravity of the reading problem in District #7, the acting community superintendent, Lucille Rosenberg, initiated another component of the reading improvement effort in December 1972. Utilizing some of the recommendations of the interim report as well as findings from the literature concerning improvement of reading, she took some definite action. The first was the assignment of an administrator at the central office level to coordinate the entire district reading program. An assistant principal was designated in each school to become the reading program manager, and further directed that a reading committee be established in each school made up of the principal, reading AP, the UFT chapter chairman, and the president of the local parents association. The first charge of these committees was to develop a comprehensive reading workplan for their respective schools. These workplans have focused on the advancement of three themes:

-- Testing/record keeping: For example, a reading record card is to be developed which follows the student through all his years in District #7. It would indicate reading skills achieved as well as those that need to be improved.

-- Reading skills: The second thrust is the teaching of reading in a step-by-step attack such as word recognition, comprehension and study skills.

-- Teacher inservice training: The schools indicated various approaches they were implementing to immediately strengthen this area. Also, additional teacher training will be necessary to effectively carry out the first and second themes once the necessary analysis has been completed regarding the reading skills that the individual student needs to develop.

Alternative Junior High School

In June 1972 it became known that a large number of the district's junior high school students would have difficulty being accepted by the high schools because of inadequate educational preparation—primarily in reading and mathematics. It was also learned that the number was perhaps higher than ever before, although this condition has existed for several years. This has meant that hundreds of junior high school students, instead of moving on, have been returned to the junior high school. Rather than return to school many of them have dropped out. The development of a program to deal with these students then became the second major program activity in District #7.

At the initiative of the State Education Department coordinator assigned to District #7 and with the superintendent of the Community School Board, a study was made and a proposal prepared to establish an alternative junior high school within the district. This alternative school has been designed to provide an educational experience for junior high school students who have not been admitted to the high schools—educational experiences have been designed to capture their imaginations, to expose them to the world of work, and to give them intensive, individualized reading and mathematics training.

Work on the proposal proceeded during the all of 1972. The final proposal was approved by board action in January of 1973 and the Alternative Junior High School opened in February with 50 students, and an additional 50 students were added 2 weeks later. This pattern was repeated until 250 students were enrolled. The funding level per student and the teacher-pupil ratio are being kept identical to the averages of the district. The financing, in particular, was a major breakthrough because funds have been derived from various categorically funded programs and the district's own tax-levied resources and pooled in behalf of this total district-wide concern to make this program a reality.

This initial breakthrough in using categorical funds has set a precedent and plans are being formulated to use categorical funds in concert with tax levied funds in the reading improvement effort.

Summary

The 2 years of experience in District #7 indicate that the State Education Department can work in concert with representatives of the various components making up a community school district in New York City by the careful building of relationships, each respecting the expertise and competence of the other, and each being willing to learn from each other. There is growing confidence in the district that joint efforts will bring about an improvement in reading for many youngsters.

Although there is not yet a comprehensive long-range plan, a detailed tentative 1-year workplan was developed by the planning group. Structures have emerged to ensure that there will be wider participation in the planning process in the years to come: the development of the Community Redesign Council as well as the various components dealing with the reading program as well as wider spread participation.

Some of the key assumptions that have been fundamental to the work in District #7 appear to have been correct:

-- Focusing on immediate, urgent needs for change as the starting point;

-- Utilizing capacities which exist or can be readily tapped to tackle the job;

-- Aiming for success and planning each step to produce some tangible progress and gratifications for those involved;

-- Building at each step the skills, methods and tools for moving further to more complex, ambitious, and meaningful undertakings.

These principles hold true, evidently, even in what appear to be the most difficult circumstances. The turbulent, violent, and depressing climate of life in the South Bronx are reflected in the daily life of the schools and in the behavior of the school board and administration. Behind the turmoil there exists, nevertheless, a reservoir of consensus, energy, ideas, skill, and goodwill which can be tapped to produce better education.

In District #7, it is possible to see a constructive picture of a central city education system at work. Despite the difficulties of administration in a huge and complex bureaucracy despite a variety of tensions, it is possible to see:

-- A growing effort to tackle, with greater effectiveness, the most urgent need for improvement—reading;

-- A tangible effort to create a new, more responsive education experience for junior high school students—the Alternative Junior High School;

-- A mechanism coming into being to engage increasing numbers of people in the efforts to improve education—the Redesign Council;

-- A growing sense of gratification and confidence in the board, and a major shift in their own determination that they can become a positive force for constructive change as they see the effects of sustained, concentrated collaboration with the State Education Department.

Moreover, an effective working relationship between the State Education Department and District #7 has emerged. When people in District #7 joined the State Education Department's initial intervention with hostility and suspicion, a "What can you do for us?" attitude prevailed on the part of many. However, there were enough people in District #7 who were willing to work with the State Education Department that a foundation to build wider participation later on was laid.

By working together results have emerged that indicate greater and more substantial steps are possible in the future. Realization that total system reform is a long and arduous process requiring trust and hard work on the part of all participating in the effort.

WATERTOWN

Watertown is a compact old city with a generally stable population and with a traditional power structure and decision-making process. Much of the life of its 7,000 public and 2,700 private school students, as well as that of the rest of the community continues to revolve around the traditional square despite the fact that all the city is reaching out and shopping centers and theaters are springing up on the periphery.

In addition to the criteria for prototypes— a change-oriented superintendent, cooperative board-administration relationships, teachers committed to continuing development—Watertown offered a number of unique prototype characteristics. Many of the smaller districts in the North Country look on Watertown as a leader, motivating the city to develop that position and providing the State Education Department with a possible quick multiplier. In addition, working with compact, centralized agencies and services offered an excellent opportunity to test the concept of the total community as educational environment; and the opening of a new intermediate open school was only a year off. Finally, the city had initiated an outreach program serving preschool children in their homes and a primary level project in open education.

This section on Watertown will be organized around the two aspects, (1) community involvement and (2) implementation of change within the educational system, even though they are interrelated and overlap.

Community Involvement

In Watertown, creation by the Board of Education of a 170-member Community Redesign Council was the first attempt to set up a mechanism for involvement. The selection procedure was instituted by an ad hoc committee of the superintendent, central office staff, some principals, the president of the teachers association, a member of the board and several residents. The procedure consisted of inviting some 50 civic, social, and cultural groups to name two representatives and of appointing other individuals who volunteered to assure representation of all geographic areas and socio-economic groups. It soon became clear that the council also represented three perceptions:

1. That Redesign was either a way for the State to gain control or a plot to brainwash the public to accept innovations destined to reduce the quality of the traditional educational system;

2. that the present system has to change and Redesign could be the vehicle for that change;

3. that, as good citizens, they could serve the community through Redesign—even though they were not sure how.

The initial strategy of stimulation-education, provided by a variety of consultants, resulted in the reinforcement of attitudes (1) and (2) and

their establishment as opposing forces. Eventually, a group representing (1) along with some puzzled and disturbed people from (3), broke off from the Redesign organization and formed a new group who basically felt that the status quo should be maintained. If this group had survived and offered intelligent, informed opinions, it might have been a healthy influence on the overall process. However, this did not happen. Instead, the council, and the school system as well, were subjected to continual petty and disruptive attacks which they didn't know how to deal with constructively. Neither the Council or the school system was able to counter with effective communication techniques or PR strategies. Recognition of the significance of this ability and the need to address the problem has proven to be one of the basic learnings of Redesign in Watertown.

A more effective aspect of the Council, certainly more satisfying to its members, has been the work of the task forces. The first full year (1971-72) of Redesign there were 12 task forces, some of which were very task-oriented and almost ad hoc in nature. For example, one task force worked with the idea cards which had been distributed to students, staff and community people for identification of ideas about school improvement and encouraging participation leading toward implementation. The task force instigated a second-wave distribution, analyzed all returns and routed suggestions to the group or school unit concerned with the idea proposed. More than a dozen actual changes in the secondary schools have resulted from the use of ideas suggested in this way. Examples include changes which are significant mainly because they reflect modification of attitudes: doing away with bells and hall monitors and relaxing regulations about the cafeteria and study halls.

One group developed a list of community people willing to share interests and talents as needed in the school program. A Goals Task Force developed a statement of 28 objectives which was accepted by the council and the Board of Education as a preliminary guideline for Redesign. The Survey Task Force planned and implemented two professional surveys: one of secondary teachers and students and another of the community.

Other task forces were really engaged in study and research with the goal of presenting proposals for action to the board, or, as in the case of the Transportation Task Force, to the City Council. Examples of this:

-- One task force, with the cooperation of administrators, has succeeded in setting up a functioning program of community volunteers working with elementary school children on a one-to-one basis in the area of reading. This is in addition to mini-courses offered at the Middle School by volunteers, some of whom were identified by the Resource Development Task Force.

-- Another task force has done an excellent job of research into the concept of the ombudsman, has studied the need at the Watertown High School, and conducted an opinion poll of students and teachers. They have presented a proposal to the Board of Education asking first for acceptance of the concept and offering to present a plan for implementation.

-- A Learning Opportunities Task Force has been studying the idea of an open campus high school and provision of more choice by students. This group has joined forces with teachers, administrators and students at the high school in what may be the first actual meld of Council and in-school activity—truly Redesign.

-- The idea of "open campus" has since been broadened and another task force, including some of the original group, has been studying the concept of alternative schools, using resources such as written materials, consultants and attendance at workshops focusing on implementation of alternates.

-- The Transportation Task Force has done an excellent job of research and follow-through toward the aim of an "open" transportation system serving not only the school, but the total community. They have involved the administrator responsible for school transportation, have solicited the support of other civic groups such as the League of Women Voters and have contacted the appropriate civic agencies. Perhaps the most significant evidence of their impact is the very vocal concern of the owner of the taxi company in Watertown.

Some task forces are functioning as operational committees, such as Communications, Building Utilization, Demographic Survey, and Finance. The Communications Task Force has made concerted effort to develop and obtain support for the Redesign Center as a Community Communications and Learning Center. With the board's rejection of a proposal providing for a director to train staff and implement a program, this task force has turned to other sources of training, including the Media Workshop in New York City. They are also continuing to work with CATV, radio and ETV personnel and have, with some high school students and faculty, produced some commendable material for use with these media. They have involved some business and industry personnel through providing service to meet special needs and in this way represent another illustration of a meld of school and community effort in Redesign.

The Building Utilization Committee has been engaged this year in a study of the extended school year as it related to use of facilities and program expansion. Their activities have included a review of related written material, preparation of a report summarizing advantages and disadvantages of the extended school year.

The work of the task forces provided an opportunity for many council members to see concrete results from their work, and as a consequence of these developments the teachers and administrators began to see the involvement of the community as the potential resource in support of changes that they would like to see in the system. However, this satisfaction was in several instances largely dissipated because of problems encountered at the implementation stage. Growing recognition of the importance of a clear definition of involvement and a careful delineation of parameters for decision making resulted in another significant learning in the Redesign process.

The effectiveness of the overall Redesign structure with the council as a focal point began to dissipate and a sense of frustration grew as it became evident that decision making by such a large group is impossible and action was increasingly being blocked by the council's own "blundering, unworkable hierarchies of committees"* and its restrictive, self-imposed by-laws.

September-October of 1972 saw a period of "stock-taking," not only in terms of the structure for Redesign but also in terms of the basic goal. After three meetings without a quorum, a small group worked through these questions, designed a new structure and procedural pattern and recommitted themselves to the mission of designing a "new system of education" instead of being content to "tinker with this school system." The new structure was presented to the council (with a quorum present) and was accepted for presentation to the Board of Education in November. The board, accepted the recommendations in general but asked for a stronger management structure. It is illustrative of the difficulty that school boards often have in dealing with citizen volunteers, that to this date, the ad hoc committee and members of the former council are not clear as to the degree of acceptance of their proposal on the part of the board. The exact procedure for moving proposals resulting from community-school task forces or committees through board approval and toward implementation will probably become clear only when tested.

Summary of Progress In The Community Involvement Aspect

The community has raised the level of its awareness in terms of

-- What's going on in the Watertown school system.

-- How that compares with what's going on in other systems.

-- Their role in assessing and improving their school system.

-- The fact that they have not been fulfilling that role effectively and that it is very difficult to set up a mechanism whereby they can do so.

-- The Board of Education's direct responsibility to them, as members of the community.

-- One of the ways the boad and, in turn, the administration can be held responsible through a long-range plan and a yearly workplan available to the community and subject to input from all those affected by both.

-- Redefinition of some of its goals. For example, in a survey they identified "more discipline" as a goal for schools and yet have accepted, through the work of some of their members on a high school committee,

*Portrait of Redesign, by Rita Silver, council member

the interpretation of "self-discipline" being developed through an "opening up" in terms of routines and schedules.

The community has demonstrated in a few instances that it can take effective action for change and improvement:

-- The more than a dozen changes at the secondary level were the result of ideas presented through the council.

-- Other more subtle changes, relating for the most part to attitudes of teachers and administrators, have resulted, at least in part, from spurs from the community group. For example, the Teachers Association, recognizing the implications of community influence, stopped protecting the "chip on their shoulder" and instigated a 3-day workshop on the role of the teacher in Redesign. Teachers at all levels are requesting inservice training—a phenomenon almost unknown before the advent of Redesign.

-- Several community groups have demonstrated that they can research a problem and, more importantly, can produce solutions which can be extremely useful to the Board of Education.

The Community Redesign Council has recognized its ineffectiveness and narrowness of goal and is in the process of reorganizing and setting itself a broader mission. An important part of this process is the acceptance that they are not alone in their task, but need and are beginning to acquire the cooperation of the professionals and students. This acceptance may mean that there will be no need for a separate "community" organization, but that school personnel will be seen as an integral part of "community" and study groups or task forces will not be separated from staff development and planning groups within the school. In other words, there may be a melding of the work of school personnel and community into a comprehensive, cohesive Redesign effort. Earlier, "Redesign" was identified almost solely with the Redesign Council, and what happens within the school was something apart (usually described by school personnel as "something that would have happened without Redesign).

The process of developing community involvement has been slow and there has been much bitterness and distrust openly displayed. Many believe that the division and conflict may be so destructive as to prohibit cooperative and constructive effort. On the other hand, more appear to feel that the hidden, unrecognized dissatisfactions—certainly not created by Redesign—are better revealed and faced honestly. It is hoped that the latter will prove to be the more accurate and the community will be ready for a concerted effort to redesign their educational system.

Implementation of Change Within the Educational System

Management

A series of major efforts have been aimed at developing modern management skills in Watertown. A series of workshops centered around the topic of management by objectives has been going on for almost a year and one-half. This work has led to a review of planning and budget procedures in Watertown starting with the local schools.

Another important management development was the preparation of a position paper by the superintendent and two assistants. This paper was a combination of philosophy and vision of the future statement. It has been presented to community groups and to the Redesign Council, to the Board of Education, principals, teachers, and students. This document, along with a list of 28 educational objectives based on the 24 Characteristics of the New System of Education, has served as the unifying element of Watertown's effort. More concurrently, these documents provided the basis for the workplan for 1972-73. The use of the workplan method of management has made operational the emerging planning and management skills on the part of principals and central office staff administrators. The workplan document is also being used by building principals with their faculties and communities as a means of implementing change within the school system.

A management consulting project now going on in Watertown has to do with reshaping the role of the building administrators (principals and vice-principals) to make the building administrator a more effective member of the overall management team of the school district. Impetus for the project came as a result of a contract with the Watertown Education Association requiring that district policy be defined as to the status of the building administrator. A small committee made up of board members and building administrators is responsible for the assignment and called for help from the management consultant (Schaffer Associates), who later built in the services of the SED Management Task Force.

In addition to redefining the role of the building administrator, a strategy for restructuring that role is being developed. The first step was a study of the ideal view of the administrator's job, the present view (based on results of the interview of principals, students, teachers and community people), and development of a series of steps to close the gap over the next year. The second step includes work this summer through which each school will develop goal-oriented plans and these plans will be reviewed by central office administrative staff. The third step will consist of beginning the implementation next year, and at the same time developing long-range plans which will be available for review in June 1974.

This effort promises a significant step-up in the contribution and responsibilities of the building administrator, a healthier relationship among building administrators, central administration and the board, as well as contract changes. In addition, through consultation in the strategic process, members of the State Education Department will develop expertise and information which can be used to help other administrative groups throughout the State.

What's Happening to Children

In terms of something different happening to children, changes in the educational system are mainly related to attitudes (principal attitude toward teacher, teacher attitude toward children, teacher attitude toward colleagues and principal) and a resultant change in atmosphere within the environment of the schools themselves. There is emerging a supportive climate for change, a willingness to question basic premises and a lowered defensiveness against possibilities for different ways of functioning. There is increasing responsiveness to education stimulation opportunities—even some active seeking of such experiences. These changes, not to be proven statistically, are attested to by subjective comments from those involved: students, teachers, principals, central office administrators, board members, and parents.

Specific change projects, designed to demonstrate progress toward individualization of learning opportunities and identification of appropriate instructional modes are, for the most part, visibly underway. They include

-- Development of affective objectives (K-6).

-- Screening to identify learning styles (K-1).

-- Establishment and functioning of "one-one" program beginning in area of reading (K-6).

-- Development of behavioral objectives (JHS).

-- Development of differentiated learning packets (JHS:Wiley).

-- Improving team structure (JHS:Wiley).

-- Development of flexible scheduling (JHS).

-- Initiation of more individualized choice curricula (JHS).

-- At the Watertown High School the following plan for effecting change is being implemented with intensive help from State Education Department consultants:

Step 1 - Stimulation of staff and exposure to current practices and procedures designed to create a school climate focusing on individualized instruction. (Consultants brought in, visitations to exemplary schools plus appropriate conferences)

Step 2 - Each department in the school will evaluate its present curriculum and instructional approach and measure it against the educational philosophy and goal statement adopted by the Curriculum Instructional Committee, e.g.—at the high school each department will make an effort to assess what is and what ought to be.

Step 3 - Planning will be inaugurated to allow each department to institute program and curriculum change as needed to achieve desired goals.

By June 1973, plans will be formulated to implement those priority areas as determined by this study plan including teachers, students, administrators, and parents.

-- By June 1973 actual programs at the Jr. high school level will include

- a more individualized approach, using differentiated learning packets, independent study, computer managed instruction, and the further developed Learning Resource Centers. This will include the translation of the 28 objectives into behavioral terms.

- math labs to explore alternate methods to match the learning modes of students.

- a flexible schedule to make more effective team organization.

-- By June 1973 in the elementary schools, objectives will have been determined for implementation and/or study for the summer of 1973 and/or the school year 1973-74. The following specific accomplishments will be evident during the 1972-73 year:

- production of a workable statement of affective objectives (K-6).

- development of skills for identification of learning styles (K-1).

- a functioning "one-to-one" program in the area of reading (K-6).

- a strengthened program of parent education.

Summary of Three Years of Redesign Effort

An overview of 3 years in the Watertown redesign effort indicates a reasonable degree of consistency with the definition of Redesign. Certainly, at least some part of the "total" community has participated in an "examination and redefinition of its educational needs and goals." The process to date is probably not as "comprehensive" or as "systematic" as it might be, but certainly giant steps have been taken toward comprehensiveness, and increased skill will contribute to the validity of applying the term "systematic" to the effort as it moves toward implementation of change geared toward redefined needs and goals.

Significant evidence of a degree of success in the Redesign effort in Watertown is the resolution adopted recently by the Board of Education to the effect that, even if funds were discontinued, Redesign would continue. Also significant is an improved relationship between the local district and State Education Department, making it possible for the Department to capitalize on the experience and development of expertise in a client-responsive mode of operation.

REGIONAL REDESIGN NETWORK

The Regional Redesign Network was established at the beginning of Redesign. The original concept was based largely on the belief that very concrete programs developed and used in the prototypes could be almost directly transmitted to the Regional Network school systems for their implementation. It was also seen that certain processes could be developed in the prototypes and likewise used in the Regional Network.

In actual practice, however, it has been the processes that have been not so much directly transmitted but rather adapted to use in the Regional Network. An important side element has been the developing communication between the prototype systems and the network as well as between the network school systems themselves. Although definitive plans are not yet completed, there is enough substance now to the network effort to give support to this method as also being an effective multiplier and diffusion mechanism for multiplying educational improvement programs and activities throughout the State.

In the year 1972-73 the major vehicles for establishing working communication between the prototypes and the network school systems have been a series of clinical conferences held in various parts of the State. These conferences have centered around such issues as methods of involving citizens, methods of organizing citizen committees, working with opposition groups, and systems for introducing new programs, to mention a few. Although in certain aspects the prototype school systems have a certain measure of experience as related to redesign, these clinical sessions have emerged more as mutual problem-solving activities with the prototypes and Regional Network school systems sharing problems as well as tentative solutions to these problems.

In the network school systems many students, parents, teachers, administrators, policy makers, and interested community people are working together in redesign activities. Recent reports from the network indicate that many school districts have students, faculty members, and parents participating in the decisions about what happens within their schools. The network districts thereby are not only making the planning process more meaningful to more people but are also measurably adding to the citizens' knowledge of the present, ongoing public school experience.

Another valuable network activity has been the extensive effort to train district personnel and others to use proven management techniques in their planning process. In this context Redesign's Community Assessment, Training and Education, and Management Services Task Forces have been used as resources along with those which local communities already possess. In addition to Project Redesign planning resources, the network has made use of several industrial planning programs. The American Management Association and the Program Planning and Budget System are two such training programs that have been used successfully within the network to stimulate more scientific utilization of resources in planning for the future.

Another redesign activity that had been successfully tested in several of the prototypes, where it had assisted them in creating the climate and motivation for planning, was that of futuring. This program subsequently has been put on in almost every region within the State. All reports indicate that is has been useful in helping people "unhook" from currently held notions about what is possible and to begin meaningful discussions about alternative futures they can have some role in creating for themselves. This activity has generally been reinforcing to the concept of broad-based participation in decision making.

As in the prototypes, network schools have been engaging in efforts to make education a more fully human enterprise as well as to enhance the learning of the basic skills. Toward this end the Redesign Network has sucessfully encouraged numbers of "breakthrough" programs directly affecting children in the classroom. These programs have ranged from providing teachers with inservice training; to improving existing curricula; to the creation of new courses to make school more appealing to students; to the design of courses by students themselves; to the creation of model schools. Much of this activity is a natural concomitant of the Redesign philosophy of involving those affected by decisions in the decision-making process.

Not only are students helping plan more relevant curricula, but parents and community persons are coming into the network schools as aides and facilitators of learning. These people are offering not only their time and energy but the richness of their own life experiences. Naturally, students are benefiting from this freer interchange of community and school.

One of the most encouraging movements being generated within network school districts at present is the organized effort to improve the level and kind of communication among all members of the school community: teachers, students, administrators, and community members. Some network schools have set up human development programs in conjunction with career education activities to deal with the problems involved in developing greater understanding between these groups. Most of the human development inservice programs are focusing on group process, cooperation, and communication skills; these are essential ingredients for full social development.

One of the operational requirements of the Regional Redesign Network has been the development of sound management procedures to assist the process of redesign within school districts. Toward this end, all regions have submitted comprehensive workplans for each Redesign Network school at the beginning of every school period. These workplans elaborate the steps that need to be taken with each school district to assist them in reaching their own goals for the year. Tasks have been developed for each objective, some kind of organization has been set up to handle the tasks, and timelines have been established to guide the efficient reporting of the steps taken to accomplish the tasks and meet objectives. Since every aspect of Redesign is dependent upon the voluntary association of many people, traditional mandated orders are not imposed; however, as individuals engage in redesign activities, it becomes clear that systematic management techniques are to everyone's advantage and can aid in the accomplishment of agreed upon objectives. In every network district there is some sort of representative organization that has been established to handle the process

of Redesign. In some cases the organization is extensive and multifaceted, while in others it may be only a single body. But whatever the nature and scope of this group's function, it is what the local school district has determined is useful to the accomplishment of its own educational and community goals and is consequently supported by redesign by helping make the operation as efficient and productive as possible.

One of the responsibilities the Regional Network has assumed is to disseminate on a cross-regional basis information regarding the new ideas and practices relating to the full and effective development of a community's schools. To that end a number of multiregion conferences in addition to the clinical sessions have been held to stimulate the thinking of Redesigners and redesign-associated persons. Some topics presented so far are cognitive style mapping, human relations training, community education, futuring, Instructional Development Institute, alternative schools, and management training. These topics have been generated out of the interface between local needs and the redesigning process and have used some of the most potent educational resources in the country.

Redesign has been working cooperatively with the State's other efforts, particularly those of regionalizing services, to most efficiently meet the needs of those served. In order to facilitate the work a position entitled Regional Redesigner was created. In many ways this role can be related to the agricultural extension agent. Initially it was seen that the major role of the Redesigner would be to relate almost exclusively to information learned in the prototypes and bring this to the network school systems. However, in practice the role has moved far beyond this reasonably limited, original view; many of the Redesigners have competencies such as group process skills, sampling techniques, to mention some. An important role of the Redesigner has been to work with local districts to assess needs and then to design systems whereby these needs can be met through the utilization of the State Education Department and other resources.

The Redesigners have organized meetings already referred to on State, regional and local levels leading to the Regional Network emerging as a statewide, district network linked to the BOCES, the prototypes and the State Education Department.

The network school districts on their own, as well as profiting from prototype experience, have developed plans, management strategies, and programs of their own as part of their overall effort to redesign their systems. It is important to realize, however, that it is difficult to compare progress of system improvement in and between very different school systems reacting to different environments and, therefore, different needs.

Nevertheless, at the end of 3 years there is a large group of school systems, about 50, that have been constructively spending time and energy in a growing systematic and well-planned way to improve education for boys and girls and also their total community.

STATE EDUCATION DEPARTMENT REDESIGN TASK FORCES

Introduction

One of the most important aspects of the redesign effort has been the effect that the process has had on the State Education Department itself.

Traditionally, the Department has been perceived as the definer of goals, the sector of standards, the enforcer of regulations and laws on education. While these traditional functions may have been effective in the context of older educational structures, under contemporary conditions a change of role became necessary. New modes for developing standards and goals had to be sought and developed. As local districts were encouraged to assume greater responsibility for shaping their own educational destinies, the State's supervisory function reemerged as a stronger support and catalyzing function.

Major components of the Department's Redesign effort have been

-- The provision of resources and support for the prototype districts and the Regional Redesign efforts; and

-- A plan of strategy for reshaping the Department role and capabilities for greater effectiveness in the new system of education.

In the Annual Report of 1970-71 for Redesign the following goals were stated:

> "During the period 1971-73, the districts will have carried out sufficient internal organization or management improvement to be able to carry forward their day-to-day operations, their community planning efforts, and their new program development efforts simultaneously.
>
> During this period, the State Education Department will have developed sufficient experience in assisting this undertaking to have clearly defined the methods, skills, personnel, tools by which the State Education Department will be able to judge how approaches developed in the State and through the Redesign Network, and to make valid judgment about how to develop capabilities to support community-wide development efforts on an expanded scale."

In an effort to meet these stated goals a needs assessment was undertaken with the prototypes to determine those priority areas which would require a concerted effort. The result of this assessment was determined in February of 1971 and during the period from March to May of 1971, five task force chairmen were appointed to develop task forces and programs in the areas of Assessment, Communications, Evaluation, Management Services, and Training and Education. These areas represented the needs identified by the prototypes. A sixth need area, program development, was also

determined, however, the development of an SED Program Task Force was delayed to allow sufficient time for the development of the management and planning capabilities in the prototypes. Time was also needed to determine the type of programmatic changes which would best serve the Redesign effort in each district.

During the summer and early fall of 1971 the task forces were formed and initial workplans developed. It is important to note that the State Education Department personnel who were asked to volunteer for involvement in the task force activities, simultaneously carried out other Department assignments. Although official endorsement was given to free Redesign staff for a specified amount of time (from 10% to 100%), most contributed many extra hours to the redesign effort.

Each task force developed differently due to the nature of its task and the State Education Department personnel involved. There has been much turnover of personnel during the 3-year period included in this report. In general, however, each task force went through a formative stage of recruiting members, clarifying tasks, and developing detailed workplans which were then implemented. This process was recycled for each new task or assignment resulting in several concurrent activities each related to different peices of work in progress.

Some of the task forces became, in effect, standing committees which subdivided into task groups, others were quite flexible in that only the chairman occupied a position of any permanency and recruited task force personnel as needed.

The Task Forces

In the following section an attempt will be made to highlight the major goals, activities, and accomplishments of each of the task forces.

Assessment

The general goals of the Assessment Task Force involve the development and implementation of a program of collective assessment and identification activities which include devices, procedures, and processes to be utilized in meeting fundamental needs in the Redesign prototype and Secondary Network schools and communities, with modification and successful application and adoption of these devices, procedures and processes in an increasing number of school districts and communities.

During 1971-72, the nucleus for a volunteer, action-oriented task force staff was recruited. "Need know" interviews were conducted with Redesign coordinators and others in and outside the State Education Department. Participation in assessment and identification committee activities in the Cassadaga Valley and Watertown districts was carried out. Resource materials such as bibliography, state-of-the-art position papaers on "how to do it" and "how to organize to do it," a process workbook entitled "Our Community's Schools," a resource catalog of questions, questionnaires related to demographic data and students' views of school were roughed out and distributed for testing. A statewide conference bringing together teams

of students, citizens and school staff from 21 redesign school districts was held. The task force collaborated with other redesign efforts assisted with the stimulation conferences, and helped the New York City District #7 Reading Committee to survey the 28 reading programs.

During 1972-73, much attention was given to expanding the procedures for the student view for use in relation to the teacher view, parent view, and community view. Task force members visited prototype and network school districts to interview personnel and collect materials for possible inclusion in the "catalog of surveys." Collaborative planning with relation to the BOCES prototype was begun. The task force has developed a workshop proposal which has been distributed to network redesigners. Evidence indicates a positive carryover of goodwill from last year's conference and interest in regional or area workshops which will involve a sharing of community readiness assessment materials, procedures, and experiences. The task force has developed the capacity to assist with leadership training for students and their teacher advisors, and has the skills and resource materials available to support the effort.

Communications

The general goals of the Communications Task Force are to (1) produce the multimedia necessary to interpret redesign for the prototype districts, the regional centers, BOCES, and State Education Department; (2) to assist these same groups in the creation and production of their own materials; and (3) assist in creating an organized communications network involving all facets of the State involved in redesign.

During 1971-72, the Communications Task Force organized and attempted to provide services in three levels of assistance. These levels are as follows:

Level I	Assistance in analyzing and formulating information
Level II	Advising on communications techniques
Level III	Executing assignments and projects when feasible and required

The task force

-- helped plan SED Redesign seminars in cooperation with the Training Task Force.

-- made a videotape of a pilot seminar for training moderators for the SED Redesign seminars.

-- requested, negotiated, and developed a technique for use of a 50A conference telephone for communication among the redesign prototype districts and other business of Redesign.

-- established a "speaker's bureau" to process and satisfy requests for speakers on the subject of Redesign.

-- published three quarterly newsletters, each with a circulation of over 11,000.

-- held two training sessions on editing videotape for New York City Community School District #7 personnel.

-- helped plan Cassadaga Valley mobile TV studio school bus. Also inquired as to petitioning the Commissioner of Education under Section 1[illegible]6.7, Regulations of the Commissioner, to allow spe ial use of a school bus.

-- originated and developed a descriptive game to help explain Redesign.

-- conducted three redesign forums among the State Education Department staff and the four prototypes via a conference telephone. Forums included the superintendents, local redesign coordinators, and laymen from the prototypes.

-- conducted a 2-day Media-In-Redesign workshop for the Watertown prototype which resulted in the Watertown Teachers Association conducting a 2-day workshop in Redesign.

-- conducted a 2-day planning session with representatives from the prototypes to plan a 5-day New York City media conference.

During 1972-73, the Communications Task Force:

-- conducted a 5-day, New York City media conference for Redesign personnel from the prototypes, Regional Redesign Network, and State Education Department.

-- developed and implemented a communications project in New York City District #7 related to the proposed Alternative Junior High School. This involved the use of flexible plastic records in addition to printed materials. The entire program was conducted in both Spanish and English.

-- developed and published two issues of the Quarterly Redesign Newsletter.

-- conducted a 2-day Media-In-Redesign workshop in the State Education Department.

-- conducted a 4-day workshop on the implication of recent developments in computer technology and the implications for cable television and mass communications.

Evaluation

The major goals of the Evaluation Task Force are related to its mission—that of providing for evaluation of the Redesign effort (total effort and individual components). These goals are to

1. Develop methodologies and techniques.

2. Provide direct assistance to the Redesign prototypes and Regional Network in developing evaluation programs.

3. Develop training programs for Redesign personnel in the development and use of evaluation methodologies and techniques.

4. Undertake specific evaluation of the above goals.

5. The evaluation of the effectiveness of the above goals.

The major effort of the Evaluation Task Force during 1971-72 was to develop a "Master List of Items for Assessing Redesign Characteristics of Schools." This was done in response to the request for a means of assessing changes in Redesign districts. The Evaluation Task Force recommended to the Executive Redesign Council that an existing instrument be acquired to accomplish this purpose. However, the Executive Redesign Council asked the task force to create an instrument.

Items in the Master List are keyed to the 24 Characteristics of Redesign Systems of Education. The appropriate audiences for each item are also indicated. The Master List contains instructions for using the items to construct questionnaires for use by Redesign districts.

An interim document, "Indicators of the 24 Characteristics of Redesign Systems of Education," was developed. It was an attempt to translate the 24 Characteristics into observable criteria.

The development of a strategy for evaluating Redesign was initiated during 1971-72. However, at the close of the fiscal year, agreement had not been reached on an appropriate strategy.

The Evaluation Task Force assisted conference planners in developing means of evaluating the results of conferences.

The task force participated in planning an inventory of reading programs in Community School District #7 in New York City.

The task forces reissued a statement of assumptions underlying evaluation of Redesign which had been contained originally in the task force report.

The task force disseminated reprints of an article, written by its chairman and appearing in Phi Delta Kappan, titled "Specifications for an Education System of the Future."

During 1972-73, the Evaluation Task Force has

-- assisted with planning for an alternative junior high school in District #7.

-- assisted with a research-evaluation study of Redesign in District #7.

-- developed a list of evaluation tools and resources.

-- assisted with the curriculum development project in Greece.

-- assisted with the development of a proposal for an overall evaluation of Project Redesign.

-- assisted the Communication Task Force in planning the media clinic in New York City, October 23-27.

-- assisted in planning the reorganization of Redesign.

Management Services

The main goal of the Management Services Task Force is to provide assistance in management and planning skills to the prototypes and the Regional Redesign Network. This is further defined as

1. Direct assistance to

   Superintendent
   Boards of Education
   Principals
   Program Managers

2. The development of techniques and methodologies.

3. The development and implementation of training programs.

4. Assisting in the evaluation of management and planning activities in the prototypes, Regional Network, and State Education Department Redesign effort.

The task force was somewhat late in forming due to difficulties of task definition, membership turnover, and other issues related to on going Department activities. The task force was reorganized in March of 1972.

From March 1972 to June 1972 the task force

-- provided cooperative service to the Center for Humanistic Education in conducting a Management Documentation Study in three of the prototype districts (Watertown, Greece, Cassadaga Valley). An analysis of these data revealed both management behavioral successes as well as management

behavioral failures during the first 2 years of the Redesign effort. The study proved to be valuable for both the other prototypes (New York City and BOCES) as well as the Secondary Redesign Network districts.

-- developed a "Make It Happen" workshop for school administrators held on June 23, 1972. This dealt with goals in the following ways:

- a formula for achieving goals
- how to set a priority of values
- how to change intagible goals into tangible ones
- how to make goals specific
- how to evaulate the choices
- how to develop a plan for achieving your goals
- how to get personal goals compatible with organizational goals.
- goal setting versus goal getting—what makes it happen
- how to get subordinates to set their own goals
- the causality of cooperation

-- conducted a 1½ day planning session with a group of 20 school middle management personnel (principals for the most part), who are moving most thoughtfully and aggressively in operationalizing educational innovation in elementary and middle schools in New York State. This meeting was held June 8 and 9, in Glen Falls, New York, and the purpose was to plan a series of Redesign workshops for school administrators to be held regionally during the 1972-73 school year. It was hoped that the practical, energized experience of this group could be channeled and put to work to help not only the children in Redesign districts, but all children in New York State.

During 1972-73, the task force engaged in the following activities:

-- a 1-day (K-12) workshop has been conducted by task force representatives at Heuvelton, as a beginning of their first Redesign year effort.

-- a 2-day Glen Falls planning meeting followup was held in October at Lewiston-Porter where the material from the conference was condensed for publication purposes. This included "next steps" planning which will necessitate a working workshop for regional administrators which will familiarize them with the benefits of a planned decision-making system. This same activity provided an opportunity for task force members to visit Cassadaga Valley and discuss a Board of Education interview plan with the superintendent.

-- a Board of Education interview form was developed by the task force in consultation with Schaffer Associates.

-- workshops for administrative and teaching staffs at Delmar-Slingerlands and Galway-Corinth were conducted as part of the task force training development.

-- field tested the Board of Education interview form in Watertown with positive results.

-- developed a middle management administrative study technique in consultation with Schaffer Associates.

-- conducted a series of five 1 -day workshops in Watertown at the high school level on the following subjects:

- developing a school change model
- writing and using LAP's
- the role of the media center in an individualized program
- scheduling options
- PPBS—a vehicle for educational decision making

The plan calls for a second series of workshops to follow these that would be concerned with application of the above as it applies to specific curricular disciplines. This will be done by utilizing the skills presently being developed by the Program Task Force.

-- a preliminary meeting was held with the secondary school superintendents of the five New York City boroughs to explore the feasibility of developing a series of secondary school administrative workshops or seminars to deal with processes and procedures that have had demonstratable success in putting innovative secondary school programs in place.

Program

The Program Task Force was officially organized in April 1973. During 1972-73 a chairman was named and exploratory activities completed. The exploratory activities raised two significant issues:

1. How will the task force respond to requests for program assistance in areas not well documented in practice? (truly interdisciplinary studies, community based schools and multibased schools, for example.)

2. How will the Program Task Force articulate program changes or new program practices with management practices? (Scheduling, evaluation, student monitoring, community relations, and communications, etc.)

Current planning on the first issue which can be isolated as purely programs concerns calls for an increase in task force competence in the fringe areas mentioned—individualized, interdisciplinary, community-based, and multi-based programs. Increasing the travel and visitations of the individualization team and interdisciplinary committee, trial runs, and simulations should sharpen our collective idea about how these programs perform and how they would work. (Partial adoptions or whole packages) The idea is to build a total picture for our task force as to how innovative programs were designed and implemented; which educational practices (methods, materials, scheduling, community involvement, budgeting, plant construction, etc.) are integral and which are immaterial. This has implications for pretraining of our observers as they visit, read about, and hear about educational programs—something sadly lacking in the literature.

A workable solution to the second concern will involve a close working relationship with the Management Task Force.

Within the Program Task Force, a stable clearinghouse committee, an ad hoc committee on interdisciplinary studies, and an individualization of instruction team have been established. All, except the clearinghouse committee, have a rotating and flexible membership.

Training and Education

The overall goal of the Training and Education Task Force is the development of programs to (1) facilitate the understanding of redesign by personnel in prototypes, Regional Redesign Network, BOCES, and the State Education Department, as well as in the larger community in each Redesign district; (2) assist participants in redesign to obtain skills necessary to function effectively in a new system of education.

Task force activities are designed to

1. Develop redesign content to be used as the main component of programs designed to provide knowledge and understanding of redesign processes and programs.

2. Develop a variety of training and education techniques and educational components for the training programs in the areas of management, planning, and consultant skills.

3. Develop overall plan for implementation of training programs.

4. Conduct training and education programs in redesign for personnel in prototypes, Regional Redesign Network, BOCES, and State Education Department.

5. Provide ongoing consultant services to task forces or similar units in prototypes, Regional Redesign Network, BOCES, and State Education Department.

The task force was formed in July 1971 and became operative in October 1971. Major activities during 1971-72 included

1. Development and clarification of redesign content materials for programs to train and educate persons in redesign concepts and processes, i.e., 24 Characteristics, consensus decision-making, etc.

   (a) Interviews were conducted wi h all SED personnel involved in redesign to determine the major concepts and processes to be included in training programs.

   (b) All available redesign documents carefully reviewed for additional input.

   The result of this activity has been to clarify and coordinate the redesign content for use in training programs.

2. Conduction of a series of redesign seminars for SED staff on the redesign effort:

   -- SED staff was involved in groups of 12 on a voluntary basis in discussions of Redesign philosophy, implementation, etc...

   -- Twenty-one seminars were conducted between September 1971 and January 1972 involving 225 SED staff members.

   -- In each seminar, participants received pre-meeting materials consisting of the 24 Characteristics, a brief history of the Redesign effort, and an organizational chart for Redesign. The seminar was conducted by a member of the Executive Redesign Council or an SED prototype coordinator with a member of the Training and Education Task Force acting as facilitator.

3. Development of a directory of resources available from SED personnel relative to the skills and knowledges identified as valuable to the Redesign effort.

   -- A survey was undertaken, using a questionnaire form, of the entire professional staff of the State Education Department.

   -- 90 responses were received which indicated areas of expertise and a willingness to support the Redesign effort.

-- These 90 individuals were then contacted and requested to indicate the level of involvement they would be willing to undertake.

-- The results of this effort were distributed to task force chairmen.

4. Provision of direct training for personnel in the State Education Department and the prototypes in redesign concepts and process as well as organizational development skills such as group facilitation, task force concepts, team building and other activities. Specific requests were for

-- Members of the Elementary Supervision Bureau - SED.

-- Redesign Reading Task Force members - New York City, District #7.

-- Parent-Teacher-Student Organization - Cassadaga Valley.

-- Teachers Association - Watertown.

-- Stimulation Activities - Greece.

In each instance Training and Education Task Force members acted as collaborative facilitators in the development and implementation of the activity. The capacity of the Training and Education Task Force to handle these requests has gradually increased both in terms of numbers of task force members and in terms of specific skills. A mode of operation was developed to meet requests of this type as follows:

-- Establish a collaborative relationship.

-- Administer a diagnostic technique to determine specifics and priorities of program.

-- Design a program to meet the identified needs.

-- Evaluate effectiveness of program.

5. Direct assistance to prototype task forces as facilitators in a collaborative fashion.

-- Members of the Training and Education Task Force worked extensively in District #7 (NYC) with the Redesign Reading Task Force and Ad Hoc Committee to select a School/Community Redesign Committee, and in Greece with the Mission Task Force and the Stimulation Task Force.

-- These activities served to establish new patterns of close working relationships between SED personnel and local personnel on a relatively long-term basis (6 months).

-- Though it would be impossible to establish a system of direct, facilitative activities with all task forces in Redesign, these activities have resulted in providing the necessary awareness and understanding for training programs for local personnel which would enable then to fill this role.

-- Every indication has been that task forces with facilitators are much more productive and the results of higher quality than task forces without facilitators.

6. Organized and implemented redesign conferences.

   -- The Training and Education Task Force has been involved in the implementation of the Statewide Stimulation Conferences, and has organized and implemented conferences for superintendents in Redesign and for all Redesign service personnel.

7. Developed training programs for Training and Education Task Force members.

   -- A series of training sessions was undertaken and implemented during 1971-72 to provide Training and Education Task Force members with skills and knowledge in consultant and planning skills.

   -- These sessions have been highly satisfactory and it is planned to continue them on a permanent basis.

   During 1972-73 the Training and Education Task Force has

   -- With the assistance of outside consultants, begun the writing and editing of two publications, one on planning and another on futures forecasting.

   -- Continued direct assistance to the prototypes—follow-through activities with the NYC District #7 Reading Task Force.

   -- Assisted in the development of community involvement strategies in Greece, particularly the use of Kaffeeklatsches. A very successful training program for hosts of Kaffeeklatsches was developed and implemented. This training program was later used in East Irondequoit with an equally high rate of success. The training modules were developed in

such a way that only minimal outside assistance, if any, would be required for full implementation.

-- Assisted in the development and implementation of a series of stimulation conferences in Greece.

-- Conducted a 13-week series of 4-hour training sessions in futures forecasting for 20 members of the State Education Department professional staff. This program, developed and implemented by Dr. Robert Bundy, was highly successful and resulted in the formation of a sub-task force on futures forecasting within the Training and Education Task Force.

-- Conducted a second training program for 30 additional members of the SED professional staff in futures forecasting. This resulted in a cadre of 50 SED staff members capable of assisting districts in long-range planning activities, particularly in the area of futures forecasting. Members of the first training program acted as assistants to Dr. Bundy in the implementation of the second program.

-- Conducted four orientation sessions on redesign for members of the Division of General Education.

-- Assisted in the development and implementation of three regional workshops on redesign for district personnel in the Regional Redesign Network.

-- Assisted in the development and implementation of a training program dealing with issues related to lay and professional persons working together on Redesign task forces.

-- Reassessed the mission and function of the task force in light of emerging needs and the increasing capability of other Redesign task forces to assume duties and responsibilities originally viewed as within the scope of training and education.

Summary

During the period from early 1971 through June of 1973 the State Education Department task forces have developed viable alternatives to the traditional relationships between the State Education Department and the local school districts. Many of these alternatives are extensions of previous services, others merely supplying traditional services under new circumstances, but significantly, several new services have emerged as a result of the Redesign effort. The gradual shift from a major emphasis on the enforcement of regulations and educational laws to a more comprehensive program of collaborative support and development of educational programs tailored more suitably to the students in specific districts has been slow,

however, progress has been made as evidenced by the activities of the various Redesign task forces. New services in planning, futures forecasting, management training, organizational development, assessment, and evaluation are but a few of the types of assistance that the State Education Department has provided. As the Program Task Force develops, alternatives to State Education Department mandated or approved curriculum will emerge. It is important to note that these alternatives have in no observable manner lessened the effectiveness of the Redesign districts while increasing the overall effectiveness of these districts to deal with new challenges in their attempt to provide excellence in educational opportunities for their students.

While the primary focus of task force activities has been in the Redesign districts, the effort has gradually involved increasingly larger numbers of State Education Department staff in programs which have required new initiative, skills, knowledge, and attitudes. It is difficult to determine with any accuracy the extent to which the Redesign process has reshaped the Department role, but there is ample evidence of new and/or increased capabilities on the part of State Education Department personnel to provide the assistance requested to meet the emerging needs of the Redesign districts.

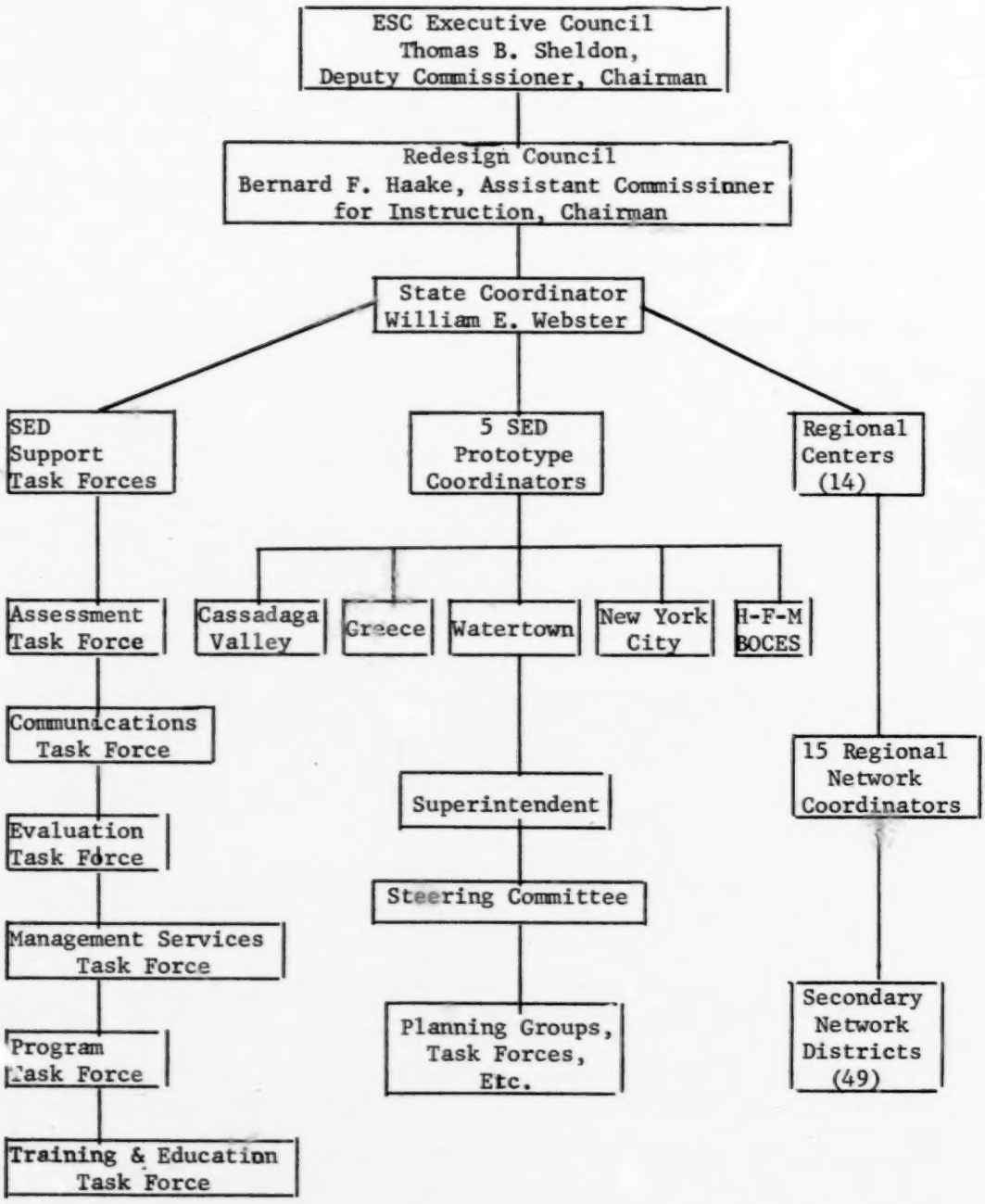
The use of volunteer part-time personnel for the task forces has not been without problems. Many task force members have contributed much more effort than should normally be expected. Problems related to meeting priorities of tasks in their regular position frequently clash with demand to meet priorities of tasks related to task force efforts. These have largely been dealt with on an individual basis with variable results. Yet with all the problems, the task forces have grown in strength and capabilities.

Redesign has become a process of direct intervention in the environments of the Redesign districts and the subsequent collaborative placing of demands to meet agreed upon goals and objectives. The State Education Department task forces increasingly have made these interventions, collaborated in setting goals and objectives, made demands as to meeting these objectives, and most importantly, provided direct support and assistance to the district in meeting the objectives. The assistance has been primarily aimed at increasing the capability of the district to meet similar future needs independently without requiring continued SED direct assistance. The progress to date indicates that the Redesign process is viable and is benefiting both the districts and the State Education Department.

The districts not only received direct assistance aimed at increasing their own capabilities but also gain from the expertise and broader view of educational thought and development that staff members of the SED bring with them.

The State Education Department is gradually improved by the increased competencies of its staff and also by gradually developing a new relationship and role with the districts which markedly increases its effectiveness.

REDESIGN ORGANIZATION STRUCTURE
1970 - 1973



REDESIGN TEAM

State Education Department

Redesign Council

Bernard Haake, Chairman

Vivienne Anderson, Robert Bielefeld, Peter Cooke, David Elliot, Vince Gazzetta, Ted Grenda, Leo Irrera, David Irvine, James Moore, Monroe Neff, Alan Robertson, Lore Scurrah, Mark Scurrah, Morris Shapiro, Kenneth Smith, John Stiglmeier, Victor Taber, Mae Timer, Gordon Van Hooft, William Webster, Richard Weiner

State Coordinator

William E. Webster

Coordinators

Ruth Flurry (Watertown), Lore Scurrah (Greece), Joseph Mangano (District #7), Herbert Ranney (Cassadaga Valley), David Weeks (Hamilton-Fulton-Montgomery BOCES)

Financial Advisor

Robert D. Tomlinson

Task Forces

Community Readiness Assessment: Lee Wolfe (Chairman), Victor Taber, Neil Carr, Barbara Beal, Don Sevits, John Favitta, William Jonas, Tom Hamlin, John Stebbins

Communications: Greg Benson (Chairman), Leo Irrera, Mary Daley, Jerome Flax, Rita Sator

Evaluation: David Irvine (Chairman), Alvin Rubin, Ross Gutman, Leo Irrera, George Whitcomb, Elizabeth Baker, Ann Lamkins, William Alwell

Management Services: William Flynn (Chairman), David Weeks, August Cerrito, Robert Tomlinson

Program: Ed Lalor (Chairman), will use a pool of resources from the Division of General Education as well as appropriate other units.

Training & Education: C. Joseph Trupia (Chairman), Katherine King, Lee Negus, S. Lee Pierce, Theodore Turone, Kenneth Wade, Eugene Whitney, Ann Lamkins, Janina Wirth, Beatrice Griggs, Al Rubin, Karl Wittman

Prototype Districts

Superintendents

Charles Commeret (Watertown), Samuel Danton (Cassadaga Valley), David Robinson (Greece), Carmen Rodriguez (District #7), Kenneth Smith (H-F-M BOCES)

Coordinators

Donn Wilshaw (Greece), Jose Rodriguez (District #7), Fred Wilson (Cassadaga Valley), John Williamson (Watertown) until January, 1973, Babette Frisbie (H-F-M BOCES)

Regional Redesign Network

Regional Redesigners

CAPITAL DISTRICT: Dwight Hulse

CENTRAL: Joseph Vianese

LOWER HUDSON:
Rockland - David Elliot

Westchester - Bernard Kessler

MID-HUDSON: James Beane

MOHAWK: Richard Nostrant/Robert Raub

NASSAU: Daniel Domenech/Mary Flynn

NEW YORK CITY: Ed Thompson

NORTHEAST: W. Harney Davey

JEFFERSON, LEWIS
ST. LAWRENCE BOCES: Robert Winters

SOUTHERN TIER: Fred Feitler

SUFFOLK: Elliot Spack

WESTERN: John Hanssel/Dave Mack

SOUTHERN TIER CATSKILL REGION: Bill Whitehill/ John Gormley

CENTRAL-WESTERN: Edward Lindsey

CAPITAL DISTRICT

Burnt Hills-Ballston Lake
Central School
Hamilton-Fulton-Montgomery BOCES

CENTRAL NEW YORK

Cato-Meridian Central School
Central Square Central School
Enlarged City School District: Oswego
Mexico Academy and Central School
Phoenix Central School
Southern Cayuga Central School

CENTRAL-WESTERN NEW YORK

Seneca Falls Central School
West Irondequoit Central School

LOWER-HUDSON

Mamaroneck School District
Nyack Public Schools
Ramapo Central School #2

MID-HUDSON

Cornwall Central School
Kingston City School
Livingston Manor Central School
Monticello Central School
Port Jervis Central School
Webutuck Central School

MOHAWK

New Hartford Central School
Sauquoit Valley Central School

NASSAU

Carle Place Public Schools
East Meadow Public Schools
Elmont Union Free School District
Freeport Public Schools
Glen Cove Public Schools
Great Neck Public Schools
Jericho Public Schools
Lawrence Public Schools
Manhasset Public Schools
Merrick Union Free School
Mineola Public Schools
Plainview Central School
Port Washington Public Schools
Roslyn Public Schools
Syosset Central School
Westbury Public Schools

NEW YORK CITY

Community School Districts #6, 9, & 23

NORTHEAST

Ticonderoga Central School District

ONTARIO-EAST

Heuvelton Central School

SOUTHERN TIER

Corning-Painted Post School District
Oxford School District
South Kortright Central School

SUFFOLK

East Quogue
Southold Public Schools
Three Village Central Schools

WESTERN NEW YORK

Allegany County BOCES
East Aurora Public Schools
Kenmore Public Schools
Lancaster Central School
Lewiston-Porter Central School

Characteristics of the New System of Education

1. The New System of Education ensures that everyone in the community has the opportunity to be a student or staff member at any time during his life.

   Rationale: Learning is continuous throughout a person's life. Each member of the community who has learned something can be a resource (staff member) to help others learn. Every member of the community must be given the opportunity and encouraged to continue to learn (student) and to help others learn (staff member).

2. The NSE manages learning resources under its aegis and coordinates all learning experiences using community resources. Resources are continually added and subtracted.

   Rationale: Each community assigns a specific set of functions to its education system. They are usually those not carried out by other institutions in the community. When resources utilized in learning are found to be ineffective based on actual use, the educational institution should reject them, while adding new resources as they become available.

3. The general community is encouraged to use educational facilities and resources. Facilities are open, convertible, and flexible; resources are easily available and responsive.

   Rationale: Availability of facilities for a large variety of uses increases their economy, effectiveness, and efficiency. New uses for facilities may be required as programs are added and changed over the years.

4. The NSE is self-renewing.

   Rationale: Since change is the only sure characteristic of the future, a system which is to be responsive must be self-renewing. The problems besetting society today reflect the problems inherent in building 19th century facilities and designing 18th century curriculums.

5. The NSE ensures that the organization is flexible and responds quickly to program needs.

   Rationale: The program is always responsive to the needs of the student and the community. The organization and structure facilitate changes in demands for programs on a continuous basis; they do not operate as a control or an encumbrance.

6. The NSE is based on the best we know and is constantly searching for and implementing new ideas.

   Rationale: There is much we know about learning. Throughout the nation there are many good programs and technological aides. They must be put together to develop the best system. As new programs, methods and materials are designed and proven, they must be made part of the NSE.

7. The NSE is continually evaluated at all levels by its own operations, as well as by outside resources.

   Rationale: The self-renewing process of the NSE is based on an evaluation of its operation. Evaluation procedures must be developed for each function and must be fed back for necessary changes to be made. Only a system which has such a monitoring system can be viable and regenerating.

8. Staff development is a continual, integral part of the program.

   Rationale: Staff must continuously improve their ability to help others. This includes learning new skills as well as improving the ones already established. This aspect is part of the self-renewing process. The staff person as an excited learner will be a model for the student to emulate.

9. Staff members have a wide range of functions: different staff members perform different combinations of functions which are constantly changing and evolving.

   Rationale: People are most highly motivated to perform best in the areas they are most excited about and interested in. Staff members will have a wide variety of skills and interests and learners will have a wide variety of resource needs. Matching these will make the NSE most effective.

10. The NSE guarantees that decision-making power is in the hands of those who are affected by the decision.

    Rationale: All people must have the opportunity to direct their own lives as much as possible. The evidence of the past several years has shown that unless the individual has been involved in the decision-making process, the results will not be accepted or put into operation. One learns to make decisions by making them.

11. The NSE sees that each student has an individual, personal plan which is continually updated and changed as necessary to maximize his potential.

    Rationale: Students learn at different rates of speed, using different modes, having different interests and goals. As the student's skills and needs change, the plan is modified.

12. The NSE provides many alternate ways of attaining the goals of the students.

    Rationale: The goals of learning must be clearly perceived by the learner and have relevance for him. Gagne, Bruner, Dewey, Montessori, and Piaget all base part of their learning theory on the fact that people's interests and environments truly shape what and how much they learn.

13. The NSE is continuous and open: a student may be in any program at any level on which he is capable of performing.

    Rationale: People learn at different rates. Probably no two persons will be at the same place at the same time. A truly responsive system provides an unlimited opportunity to enter and perform on any level the learner is capable of.

14. The NSE emphasizes processes rather than information.

    Rationale: Knowledge is increasing at such a rapid rate that no one can learn all there is to know even in a limited area. Soon information will be almost instantly available to anyone. We must enable learners to learn how to learn. Evidence has proven that adaptable, curious, exploratory types are best suited to meet the challenges of a changing world.

15. The NSE emphasizes human values. Establishing a positive self-concept and a feeling of control over one's environment through active participation in decision making is a major goal.

    Rationale: The feeling of human worth is a prime prerequisite for learning to take place. A sense of potency can only be developed when people direct their own fate.

16. The NSE provides a range of learning experiences that emphasize direct, real and relevant experiences.

    Rationale: Learning appears to be most effective when experiences are direct and the student feels that they are important to him. Gagne's eight

levels of learning and Edgar Dale's Cone of Experience have illustrated the hierarchy and relationships that exist between real experiences and ideas.

17. The NSE emphasizes human interaction: equipment and facilities are means.

    Rationale: We learn most about ourselves and others by interacting with them. If the educational system is to foster this knowledge through established learning activities, then it follows that all resources are merely tools in that development.

18. The NSE exists to serve the needs of people in the community. It is responsive to their needs and is held accountable: failure represents system failure only, not that of students.

    Rationale: The New System of Education must be developed to achieve the community's goals and values. If the system is indeed responsible, any failure to learn will represent a system failure, not a learner failure.

19. The NSE is a zero-reject system.

    Rationale: If the new system is truly responsive to the needs of people, then it never excludes people but adapts to demands placed upon it. Logically, then, everyone who wants to will find a place to work, learn, and be successful.

20. The NSE functions full time, all day, all year, is available everywhere, and provides personal educational programs throughout the student's entire life.

    Rationale: Studies of futures indicate the probability that people will be confronted with a life with many changes in jobs, houses, interests, and knowledge with extremely little stability. A community that helps people to learn will have developed adaptable individuals who can live comfortably with change. Learning takes place all the time. Opportunities for such activities should be available and planned for the convenience of the learner.

21. The NSE has evolved by a process through which the community has gone.

    Rationale: It has proven to be impossible to impose a new system of education on anyone, especially if those concerned must be part of the new system. Since it belongs to the people in the community, they should decide what it will look like. Therefore, it seems crucial that as many people in the community as possible

be persuaded to work on the development and implementation of their own new system of education. Each person has gone through a portion of the system as it exists today. It is all they know. They must be exposed to new ideas about learning prior to their being willing to move towards different systems.

22. The NSE has a stated set of goals translated into performance objectives and learning activities based on predictions about the future, extrapolation of the past, designs based upon what people would like their future to be as well as consideration of today's needs.

    Rationale: Since the "products" of current education systems will be living a decade or so from now, it is only logical to design learning experiences based on the future in which it appears they will live. Once the goals of the NSE have been decided upon, behavioral objectives must be developed to enable students to achieve their goals. A hierarchy of performance objectives for each goal helps to determine where a student is and suggests several pathways for getting there. It must be emphasized that the P.O.'s must not be rigid requirements imposed on students, although a dictatorial staff can make them so. They are, instead, roads on a map offered to students which guide and enable them to move toward their goals.

23. The NSE has a student population with widely diverse backgrounds.

    Rationale: The wider the variety of resources, the broader the learning. Since student and staff members are learning resources, diversity increases the possibilities for student learning.

24. The NSE has a carefully written plan, which describes it in detail.

    Rationale: A detailed written plan is required so that the community may be able to learn to understand its education program and evaluate its performance.

REDESIGN

OCCASIONAL PAPER #1

A REDESIGN FRAMEWORK

As Redesign moves forward, different elements of the change effort are emerging. Identifying these areas and fitting them together in this paper may help the individuals engaged in redesigning to form a framework for their activities. This frame should be considered as tentative, for it may well change as Redesign continues to develop in the prototypes, secondary network and the Education Department. The first steps toward building a Redesign framework were taken at the Alexandria Bay meeting with prototype superintendents July 20-22, 1971.

At that meeting, the need to move to visible and significant program implementation was considered of primary importance for 1971-72. Such program implementation was seen as being valid only if closely representative of the 24 Characteristics. A second part of an effective strategy also was cited--meshing program development with the deliberate planning of Redesign objectives. With the addition of the functions of management, the third part of a planning-program implementation-management frame was built.

Since that time, the work done at Alexandria Bay has been discussed by many people engaged in Redesign. As a result, the initial thinking and the flow chart created at Alexandria Bay have been refined and extended. The purpose of this paper is to present current thinking on the Redesign framework.

Area I - Planning the New System of Education

This involves creating the first draft picture of the New System of Education for the community. This picture should portray, at least in the rough, what the community may be like, and the kind of educational program that might be going on in that future community.

To understand what the future will present, the community as it is now must also be studied and understood. The innovative picture of the future will in all likelihood be a significantly different one form the past. The new system envisioned should be consistent with the 24 Characteristics, as should the programs that create it. This picture and its programs can then be subjected to widespread review and testing so that they may be shaped to represent the widest consensus on what education ought to become and how it will get there.

There are several tasks involved in moving toward the creation of this picture. For example:

a. Assessment of the community and its present needs
Census data, test scores, and other data on the present state of the community can be studied. Community interviews, surveys and

discussion groups can be conducted to determine areas of present need in the community. Other agencies, in areas such as health, social welfare, economic development, can be called upon to help form this picture. Analysis of present programs as related to assessed needs can be carried on.

b. Projection studies of the future of the community
These are studies which analyze the forces which affect the future of the community, and the external demands on its people. Such studies might include future trends in business, population, geography, governmental influence, social welfare--all those things which will be happening to influence the community in the future. The purpose of such studies is to get a picture of the forces acting on the community and thus a projection of the environment in which education will have to operate.

c. Projection of the future of education
These are studies which might portray what people would like to see education do and what technologists tell us education can do in the future. This should reflect organized stimulation of thinking of all segments of the community about the kind of society our children will be living in in the future. Work in this area might involve

-- presentations by futurists and widespread discussion groups based on these presentations.
-- interviews of key leadership people in the community.
-- surveys of large cross section of the population.
-- goals conferences held throughout the community to pull together the thinking of groups of people from various walks of life.
-- the closing of schools for a day to permit teachers and students to work together to answer questions about the kind of educational system they want to see.
-- outside experts called upon to present papers and to talk in the community about avenues for future development of education in that community.

d. Pulling together the first draft overall picture of the New System of Education
A small group--such as a strategy committee, a Redesign council or a specially designated task group--can take on the job of actually producing the new, tentative picture of the education system of the future. Their charge might well be to take the most imaginative and fresh look into the needs of the community and the way education might respond. What kind of educational system would they build if they could start from scratch? What should be its characteristics?

This committee could call upon the data and ideas developed in the studies of the present and the future of the community, and other studies. Although they would be asked to create the freshest possible proposals for the future of education, they

would necessarily be required to rely on the studies of the present needs and future trends so that their picture is rooted in the realities as far as they can be foreseen in their community.

Key Questions

-- Who is in best position to take on each of the jobs described in (a), (b), (c), (d) above? How large should each of these groups be?
-- What specific studies are now planned or going on which contribute to creating the picture of the future?
-- What new pieces of work are needed?
-- How can teachers best contribute? Students? How can various parts of the community which have not been involved in Redesign be called upon to help?
-- What resources or help will be needed?
-- What would be a workable timetable for this work?

Area 2 - Program Implementation

In the various school systems involved in Redesign--prototypes and secondary network--there are, and will be, a variety of change programs underway which affect the educational system. Categorizing these programs may help in relating them to each other and to the overall change effort.

1. Pre-Redesign Programs
In many of the school systems innovative programs were underway prior to Redesign. Recognizing and meshing of Redesign-oriented programs is a basic part of Redesign strategy.

2. Immediate and Apparent Need Programs
As the various studies are carried out, immediate and apparent needs will be identified. It is not necessary for the grand vision to be completely worked out before programs are launched to meet those needs. These should be designed as learning experiences, have a high probability of success, and be consistent with the 24 Characteristics.

3. Breakthrough Programs
The key to moving toward the New System of Education will be breakthroughs which represent clear, definite steps into the future. Examples might be

-- Creation of fully individualized student planning.
-- Creation of a major new curriculum approach.
-- Providing reentry opportunities into all or any part of the educational system for persons of any age.
-- Moving to the year-round school.

The criteria for breakthrough projects include

-- A fundamental change in the educational system, one that will be important to many people.

-- Has potential for leading to further related breakthrough undertakings.
-- Provide opportunity for collaboration among teachers, students, and community residents.
-- Probably achievable with the resources and motivation available to the district in the coming year.
-- Provide clear advance toward the 24 haracteristics.

Key Questions

-- How can possibilities for change programs be identified?
-- How to decide on which of these will work?
-- Who would work in the planning and implementation of programs which are selected?
-- How can this work be designed to produce the greatest possible involvement of teachers? Students? Others who want to contribute to Redesign?
-- What help would they need? Local resources? SED? Others?

Area 3 - Management

As each district moves step by step from its present system of education to the new system, its ability to manage the transition must keep pace with actual change. The challenge is to develop the capacity and methodologies for simultaneously managing and improving ongoing activities of the district.

Management of Change

By their very nature, change undertakings involve moving out into new and uncharted waters. Management of such undertakings requires skills and approaches which are somewhat different from those called upon in the management of essentially stable operations.

Thus, planning and scheduling and coordinating of activities for which there is little or no prior experience and which involve the collaboration of groups of people who previously have not worked together (teachers with laymen with students with administrators) involve a unique level of risk-taking, care, and skill.

Analysis of information, survey data, and reports similarly requires a different order of skills. Here, too, management and experience in stable operations does not of itself provide adequate background.

Communications for Redesign involves development and use of new machinery to keep those persons, groups, units working on Planning of the New System of Education (Area I) fully informed, not only of each others' activities, but of the activities and learnings coming out of Program Implementation (Area 2), and vice versa. Also required are new methods for establishing and maintaining the interest of the various media and the public at large, and for providing information to SED and to other school districts interested in Redesign.

Because each Redesign activity is somewhat unique, each must be characterized by carefully written assignments, target dates, objectives, check points, criteria for measuring progress, and reporting procedure--to help get work done and done well.

A precautionary note: In this paper the work of Redesign is described under three areas. It would be a mistake to infer that separate groups should be organized to carry out the work in each area. Quite the contrary. All organization units of Redesign will be working in Areas I and 2. It is the managerial function (Area 3) of those units to see that appropriate planning, scheduling, coordinating, and analyzing of that work are carried out.

Management of Ongoing Activities

While the change effort progresses, the school system continues to serve the community and its people. The normal crises, myriad decisions, and improvement efforts must continue to be met and managed. These, too, require planning, scheduling, coordinating, analyzing and communicating skills. However, the nature of the activities and crises provide a background of experience upon which the managers of the educational system are able to draw. Precedence and standards are available for reference. The managerial organization and relationships are well established.

As new educational goals and action programs of the change effort take shape, they begin to impact upon the ongoing operations. Thus, new patterns of operation must be developed in order for ongoing activities to be carried forward most effectively. Ways must be created for establishing priorities for resources to manage both efforts. Coordination of both efforts with each other must be effective.

For example, as the superintendent shifts more of his energy to Redesign, he and his staff may begin studying and working out ways of increasing their total capacity to manage and improve ongoing operations. This may mean new ways of delegating internal jobs, new ways of decision making. In short, this means making better use of all resources available so that untapped energy, skills, and ideas are developed and utilized.

Key Questions

-- What key advances in management methods are needed in 1973-74 at each structural level of Redesign?
-- What changes in organizational structure may be needed for the coming year?
-- What improvements in internal functioning need to be sought to make it possible for Redesign to move well in the coming year?
-- What kinds of help will be needed to advance progress in these areas?

One of the essential characteristics of Redesign is that it is a self-renewing process. It is open-ended and continuous, with no specific end point. It is not aimed toward achieving closure. The process by which today's needs are met creates tomorrow's opportunities. The three-area framework described above is also a developmental process. It is designed to create and constantly expand the capacity of the community to meet today's needs while clarifying, shaping, and attaining increasingly challenging goals for tomorrow.

Redesign - A Strategy for Implementation of Innovation
(Remarks to AERA, New Orleans, La.)

Bernard F. Haake
Assistant Commissioner for
Instructional Services
State Education Department
Albany, New York

Introduction

I am flattered to be on this platform this morning in such good company for, as you know, I am neither a card-carrying educational researcher nor a professionally trained change agent. I am a bureaucrat fairly recently arrived from a background of public school teaching and administration.

I, therefore, interpret my presence here to mean that you, as an organization, subscribe to lay involvement and community participation and this gives me courage to meet head on, the challenge given me by your Program Chairman, Stan Soles. Each speaker was asked to be frank and direct in dealing with the subject "Strategies for the Implementation of Innovations" and we were further urged to "concentrate on the issues which arise after initial installation....of the program."

Let me say in about as frank and direct a manner as I can that I have been given an assignment which I cannot do. The assignment is predicated on the assumption which is invalid with reference to educational redesign in New York State. We did not have at the beginning of our project nor do we have today something which we install in a local school district so as to bring about educational improvement.

Being given an assignment which I cannot do is not a new experience in Project Redesign, however. About 4 years ago I was asked by then Commissioner James E. Allen, Jr. to join the State Education Department and chair a group assembled for the purpose of designing an educational curriculum that would facilitate achievement of the goals of education as defined by a departmental Mission Task Force.

Our first report stated that designing a statewide curriculum was an impossible task and you all know why that is true so I will merely cite some of our reasons and not elaborate. We said we could not try to achieve the changing mission of education by restructuring one piece, one sub-system, one component of the total educational system. We also said we could not today, if one ever could, design a curriculum which would be effective for three and a half million students in 750 school districts spending 5 billion dollars a year.

The failures of piped-in, add-on, patch-on, band-aid innovation not only certify the absurdity of such approaches but they ignore such realities as the impact of the knowledge explosion on the mission of the schools, and they are totally incompatible with the accelerating change rate so glibly and popularly described by Alvin Toffler.

Furthermore," we said, "the sheer diversity of students' learning styles, interests, abilities and aspirations, to say nothing of the impact of regionalism, consumerism, futuring and public insistence on participative management in education prevent any rational institution from attempting to design an educational program which would work in New York City, Scarsdale, Herkimer Flats, and rural Grove Junction."

"The only real alternative," we concluded, "was to try to design a process which would enable a community, in collaboration with the State, to design and implement its own system responsive to local conditions."

As you can appreciate, those words were not greeted with wild acclaim in the State Education Department for while it is true that we in the New York State Education Department do not mandate curriculum, adopt textbooks, nor prescribe methodology, we do have numerous and ingenious signals for telegraphing to our constituents the message: "This is only a recommendation—but don't forget who's making it!"

However, this is getting ahead of my story so before I conclude that part of my remarks entitled "Introduction," let me save some time and confusion by giving you our definition of what we mean by Redesign.

If I've heard it once, I've heard hundreds of times the question: "What is redesign?" Now you as researchers know that people seldom ask questions to get information so I'll not succumb to the temptation to discourse on the strategies and motivations of the many posers of the question, "What is redesign?" If our definition seems overly simplistic, glib, or ambiguous, have at me during the question and answer session.

Redesign is a comprehensive, systematic, process of change involving the participation of a total community in the examination and redefinition of its educational needs and goals. As a change strategy, Redesign deals with the entire system of education and is concerned not only with setting goals and designing programs to facilitate those goals, but is also basically concerned with the developing of an implementation strategy for operationalizing the programs.

Body

With a task definition like that our problems were not long in emerging! Discounting the usual advice proving that you can't get there from here and pretending not to hear all the carefully researched and documented reasons for doing nothing, we nevertheless felt somewhat like the prekindergartner who observed rather plaintively, "My mom tells me to be good, my dad tells me to be good, my teacher tells me to be good, and my big sister tells me to be good, but nobody tells me <u>how</u> to be good!"

While our readings in change literature, the counsel we received from a variety of consulting firms, and reviews of research in innovation strategies convinced us that we had to learn how to live with vagueness, uncertainty, ambiguity, tentativeness, and confusion, none of these resources explained to us how to plan and manage a major, total system change effort of something as large and diverse as the New York State

education system while simultaneously continuing normal ongoing business. Yet, "changing while operating" was really the only option open to us.

One participant observed that we seemed to be in the position of laying railroad track in new territory for a hundred-car passenger train bearing down on us at 120 miles an hour and his analogy was refined by a colleague who added, "Yeah, but you've also first got to learn how to teach guys to lay track while that locomotive is breathing on your backside."

After the opening question, "What is Redesign?" the one heard next most frequently was "How do you get started?" Getting out in front of the track-layers was recognized as essential to survival and this pressure forced us to conceptualize—perhaps hypothesize would be more accurate—some beginning strategies and forced us to anticipate likely problems so that we could begin to design solutions and marshall necessary resources.

The problems identified early in the process of redesign (and with whichwe are still working) included the following half-dozen:

(1) Creating an awareness of the problems confronting education and achieving recognition of the need for change.

(2) Establishing credibility that Redesign was not a subterfuge for greater State domination and would be a continuing priority.

(3) Creating a strategy and structure for managing total system change statewide.

(4) Setting up mechanisms in local school districts to manage the change effort while continuing to carry on the business of the school system and meshing new programs emerging from Redesign with innovations started prior to Redesign.

(5) Expanding redesign from a beginning few persons in each district to include the entire community.

(6) Redefining the role of the State Education Department so that it could to a greater degree become client-responsive, task-oriented, and possessed of the technical skills which local districts would need if they were to redesign their educational environments.

Logic suggests that the remainder of my remarks be devoted to a description of precisely how the aforementioned six problems were dealt with but fortunately, time allowances prevent this approach. However, even if we did have sufficient time, I'd prefer to talk about those problems which interested me most and those with which we experienced most success. Obviously, both categories include the same problems!

In reality, as you well know, it proved impossible to deal with the six problems separately and sequentially. Getting underway involved action on many fronts simultaneously and this single action ofttimes was impacting on several problems at several levels at once.

For example, early in the history of redesign the State Department Redesign Council, drawing on outside experts and staff people from all disciplines and divisions in the Department asked itself what it would create in education if it could start all over. That is, what might a totally new education system look like if the opportunity existed to create the best that could be conceived. The key result of this undertaking was a set of 24 Characteristics which described not a system of schooling but rather a system of comprehensive education—an educational environment is perhaps a more apt description.

These 24 Characteristics of a new system of education included such concepts as a zero-reject system, a self-renewing system, provision of an individual development plan for each student, a process rather than information emphasis, learner options, continuous exit and entry, use of technology and research findings, community development of the overall education plan, etc.

It was reasoned that the key to achieving such a system was the creation of a process which encouraged communities throughout the State to think through for themselves what they would like to have and then to develop their own programs to create new approaches to education. Thus the process for deriving and designing a new system simultaneously produced a product—that is, a definition of a new system of education—and also developed commitment to the new system while building experience and skill in community involvement, collaborative decision making, and educational planning.

Another outgrowth of the above activity was the emergence of Redesign's several basic strategies for change as follows:

1. Redesign focuses on the achievable.
2. It works with existing organizations.
3. It concentrates on making better use of existing resources rather than demanding new resources.
4. It will build achievement, skill, commitment, methods, tools, and resources simultaneously as integral parts of an overall reshaping of education.

We also decided to establish a voluntary prototype network of four "typical school districts" which were selected from among the 200 that volunteered. These prototype laboratories included a suburban, rural, small city, inner city district and it was expected that these districts would give rise to specific problems and represent the try-out locations for organizing and carrying out a community-wide process of reexamination and reform of education.

The State pledged to work with these districts for 5 years and just about then we realized this time table meant we would require several hundred years to accomplish statewide redesign. Accordingly, we developed a Statewide multiplier instrumentality comprised of 49 additional volunteer districts "networked" together into 16 regions to facilitate a wider sharing, testing, and modifying of what was learned in the original prototype districts.

Each prototype district was offered a part time State Education Department coordinator, a part time consultant from a carefully selected management consulting firm, and the 49 multiplier network districts shared 16 redesigners who were also in effect planning and management consultants, based in the Education Department's 16 regional planning offices.

So much for a birds-eye view of statewide structure and machinery. What did the participating districts want from the State? They quickly identified six major services which they said they needed if they were to participate effectively in the redesign of their education system. The six included the following:

1. Community readiness assessment
2. Communications services
3. Management training services
4. Staff and community reeducation services
5. Evaluation services
6. Program development services

Volunteers from within the Department were then organized into task forces as defined by the services requested by the prototype districts and the vehicle was at hand for redesigning the Department by organizing it around the tasks (services) that need to be accomplished in the local districts if education in the local districts is to be responsive to societal and student needs. A very deliberate decision was made at this time not to create a separate unit within the Department charged with responsibility for Redesign. Instead it was hoped that creation of a temporary organization staffed with persons from existing bureaus and divisions would provide a mechanism for infusion of redesign approaches and competencies into all existing departmental units thereby facilitating redefinitions of the role of the State Education Department and redefinition of its relationship with constituent districts which would be served by the task forces in response to client need.

Conclusion

Instead of talking further about specific strategies and techniques for developing comprehensive planning and well-organized management processes in the prototypes, the regional networks and the State Education Department, I would like to close by rambling around about some of the conclusions I have reached as a result of our redesignings for 3 years.

For some of you, this may offend your sense of order; your preference for objectivity and research evidence and if that is the case, I offer my apologies. I'll not desist, however, for I share with some of my colleagues the point of view that many established learnings often had their genesis in intuitive pragmatic judgements formulated by general practitioners and laymen in response to problems confronting them in their daily work. Thus the political skills of an Al Smith sharpened and developed in smoke filled rooms, legislative corridors, and judicial chambers frequently pass the test of subsequent laboratory research and reemerge as legitimate intervention strategies, entry skills, and consensus building techniques.

For example, the "you scratch my back, I'll scratch yours" approach, time and time again proved to be a most effective shaker and mover strategy in bringing together adversary groups in behalf of a redesign change which required support of both groups.

We learned early in the development of redesign that not only is the process of bringing about change in education messy, confusing, and disorderly (to say nothing of unglamorous and exhausting) but more often than we care to admit, achievement of change resulted from what we came to label "exploited serendipity." Months of planning, careful managing, and formative evaluation would frequently find us back at go, and we soon learned to look for a little bit of luck, an unanticipated fortuitous happening, which could get us moving again if we were quick to spot the opportunity and take advantage of it. We are convinced that managing change in education requires careful attention to management, planning, and evaluation but it also must have an improvisational orientation and style if it is to take a system where it is and collaboratively redefine its mission and its operations.

The very first conclusion that we reached in Redesign is equally earthy for as a result of some very meaningful and bitter experience we set aside the textbook definitions of "power structure" and learned that the real power structure in any situation is anyone who can kill you. We came to understand that professional insights have to be interlaced with lay perceptions of reality and lay priorities, or otherwise the community will never allow nor support dramatic and drastic changes in their educational institution in which they are so personally and intimately involved.

One must quickly add, however, that community participation and lay involvement do not automatically produce divine wisdom. Our early experience in one of the Redesign districts convinced us that community involvement will likely produce a reinvented wheel unless a new ingredient is interjected into the environment of that community.

The usual three questions we pose for a community to consider when they are getting started in redesign are these:

1. What do you think should be the goals of education?

2. What kind of an environment would facilitate the achievement of those goals?

3. How do you get that environment in this district?

Our very first experience convinced us that the professional component of community involvement (and that meant us in the State Education Department as well as the local educators) had the obligation to provide a stimulation input to that process which would—to coin a phrase—"unhook the group" and broaden its perceptions as to the alternative futures and options available to them as they pondered the future of education in their district.

This stimulation input took a variety of forms and came many times from sources outside our establishment. Persons skilled in futuring, system

design, philosophy, anthropology, and other disciplines have helped greatly in this phase of the work.

Illustrative of the serendipity accompanying our efforts was our realization that not only did this stimulation input "unhook and broaden" the thinking of a community, but it also served as a demand mechanism within the system. We still have not really found a good or reasonably acceptable answer yet to the absence in most systems of a demand mechanism which serves to keep the district constructively dissatisfied with itself but we did notice that the stimulation input contributed to creating at least a beginning demand.

Our most successful stimulation input featured instruction in futuring provided by a policies research center specialist who worked simultaneously in a rural community with students, citizens, teachers, administrators, and board members. It was fascinating, too, to watch roles and labels disappear as all of those individuals started at the same place with respect to the new discipline of futures forecasting. Thus collaborative planning and collaborative decision making started in that district for as it turned out, that heterogeneous group was a forerunner of a larger community project which eventually propounded the future mission of education in that school district.

Sad experience in another district taught us another truism—a truism at least in our action-oriented eyes—to the effect that total system change requires simultaneous, multi-systemic intervention at all points in the system including Board of Education, administrators, teachers, principals, students, citizens, budgeting, curriculum planning, resource allocation, etc., or nothing happens. In this particular case we, as the outside, at-the-moment, demand-creating agency, had been working with the Board of Education, central administration and parents, and some months later found that things that were supposed to be happening were not happening. Some analysis and checking revealed that middle management—principals—were nixing the project because they hadn't been involved.

Our assumption that our impact on the central administration "covered" or "provided for" the rest of the official structure was invalid and as a consequence in all subsequent undertakings we involved all the components of the system.

Conversely, the same system taught us that leadership in change can come from any location and even from one individual. One student inquired of our State coordinator about "open campus" examples and some time thereafter a group of students visited such a campus. They then went to the Board of Education en masse and requested open campus privileges. The Board had never been approached by a group of students ever in its history and after recovering their composure the Board of Education, acting on the advice of our consultant, counseled the students re decision-making procedures and channels. The students got their open campus but they also learned collaborative decision making and are now more involved in planning other projects in their district.

Still another district convinced us that you cannot indeed "push on a rope" which is another way of stating that in the absence of "host readiness" nothing is going to change in a district. This led us to specify certain conditions which we would look for before agreeing to undertake redesign in a school district and, while this is not to say that we worked only with "ready" districts, it does mean that the timing and strategy of redesign are based upon whether "host readiness" is already present or has to be developed as the first step in the strategy.

Credibility is always a problem when a State official or a college professor enters a local school district no matter how pure his intentions for there is always the suspicion of a "lay on."

"After you get us hooked, then we'll find out what your real purpose is" came out time and time again when the climate became sufficiently open to allow such candor, and this taught us that change has to start with the client's agenda. Redesign may be after total system change but in Watertown the redesign mechanism and strategy had to deal with local school bus routes or we would still be waiting to make real entry into that system as opposed to apparent entry.

This really didn't represent a detour though because we had learned in other districts that people learn how to manage change by successfully managing changes of ever increasing complexity, diversity, and scope. Learning how to work together to get the system to change its bus routes started with the client's needs and gave us rapport as well as providing an opportunity for developing the skill and commitment for dealing with the problems of changing secondary education!

We are convinced that change is not going to occur in our redesign districts unless we learn how to develop experientially, in the local setting, the management structures and processes, and the community and interpersonal dynamics which will encourage collaborative local problem solving by local persons using local resources.

I realize I have taken a bit longer than I intended so let me really close this time by expressing the hope that I have communicated to you the enthusiasm which we have for the redesign approach. We believe our enthusiasm is justified by what is really beginning to take place in those districts, and even more gratifying is the emergence of evidence which seems to indicate that total system renewal is beginning to be intrinsic to the local system itself.

Lest we appear to be too smug and pleased with self, let me close by quoting from a poem by Kipling which the redesign personnel read to themselves in the confines of their most secure privacy:

The Lamp of our Youth will be utterly out,

But we shall subsist on the smell of it:

And whatever we do, we shall fold our hands

And suck our gums, and think well of it.

Yes, we shall be perfectly pleased with our work,

And that's the absolute hell of it.

(Kipling, The Old Man)